

**THE TOEFL LEARNING DIFFICULTIES FACED BY EFL
STUDENTS OF ENGLISH DEPARTMENT OF IAIN
PALANGKA RAYA**

THESIS



**BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1440 H / 2018 M**

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STUDENTS OF ENGLISH DEPARTMENT OF IAIN
PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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1440 H / 2018 M**

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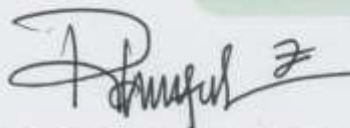
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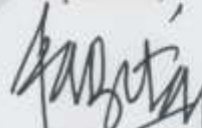
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MOTTO AND DEDICATION

مَنْ صَبَرَ ظَفَرَ

“Man Shobaro Dzhofiro”

*Yakinlah ada sesuatu yang menantimu selepas banyak kesabaran (yang kau jalani) yang akan membuatmu terpana hingga kau lupa pedihnya rasa sakit.
(Imam Ali Bin Abi Thalib)*

This Thesis is dedicated to:

My beloved mother Ratih and my father Suratno also all my family for their valuable endless prayer, sacrifice and support. My special tutor Nurfitria, S.Pd. for the motivation, encouragement and help. My best friends Razudin, Nispa Nurjannah, Allafia Bakti M., Agustina Dwi Permata, Mirnawati, Nikmah Sistia, Khusyairiah, Ayu Aristi, and M. Fikriadi for their support, help and pray also for being here with me thank you very much.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 22nd October 2018

Yours Faithfully



Wendy Meika Kristiyanti
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ABSTRACT

Kristiyanti, Wendy Meika. 2018. The TOEFL Learning Difficulties Faced by EFL Students of English Department of IAIN Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S., M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key words: *Students Difficulties, Test of English as Foreign Language, English Foreign Language Students*

This study was aimed at finding out the factors that cause the difficulty in TOEFL learning faced by EFL students of English Department of IAIN Palangka Raya. The purposes of the study were (1) to know skills are most answered incorrectly in the TOEFL by English department students; (2) to describe how English department students prepare themselves for TOEFL; (3) to analyze the students' reasons toward their difficulties in the TOEFL.

The type of this research was qualitative in nature. The data was taken from the document records and interview. This study addressed to English Department students who failed in several occasions of the TOEFL PBT. Purposive sample was taken into account, in which all 10 participants were female in their 9th and 11th semester study. The writer investigated their frequency in participation of TOEFL and score they got. Interview was used to identify the students' difficulties and preparation to face the TOEFL.

The finding of this study shows some points as follows: (1) areas of most incorrect answers such as Structure and Written Expression; the problems of subject-verb agreement, tenses, nouns and the use of article, (2) the problems of preparation shortages and incapability of understanding several grammars area were common found, (3) the reasons behind students' difficulties in the TOEFL were underestimate attitude toward the test and their poor English mastery.

ABSTRAK

Kristiyanti, Wendy Meika. 2018. Kesulitan dalam Belajar TOEFL yang Dihadapi oleh Mahasiswa Bahasa Inggris Sebagai Bahasa Asing Jurusan Bahasa Inggris IAIN Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S.S., M.Pd., (II) Akhmad Ali Mirza, M.Pd

Kata Kunci: Kesulitan Belajar Mahasiswa, Tes Bahasa Inggris sebagai Bahasa Asing (TOEFL), Pembelajaran Bahasa Inggris sebagai Bahasa Asing

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan kesulitan dalam TOEFL yang dihadapi oleh mahasiswa Bahasa Inggris Sebagai Bahasa Asing Jurusan Bahasa Inggris di IAIN Palangka Raya. Tujuan dari penelitian ini adalah (1) untuk mengetahui skill yang paling banyak dijawab salah dalam TOEFL oleh mahasiswa jurusan bahasa Inggris; (2) untuk menggambarkan bagaimana mahasiswa jurusan bahasa Inggris mempersiapkan diri untuk TOEFL; (3) untuk menganalisis alasan para mahasiswa terhadap kesulitan mereka dalam TOEFL.

Jenis penelitian ini adalah penelitian kualitatif. Data diambil dari catatan dokumen dan wawancara. Penelitian ini ditujukan kepada mahasiswa di Jurusan Bahasa Inggris yang gagal dalam beberapa kesempatan di TOEFL PBT. Purposive sampling diperhitungkan, di mana semua 10 peserta adalah perempuan dalam 9 dan 11 studi semester mereka. Penulis menyelidiki frekuensi mereka dalam mengikuti TOEFL dan skor yang mereka dapatkan. Wawancara digunakan untuk mengidentifikasi kesulitan siswa dan persiapan menghadapi TOEFL.

Temuan penelitian ini menunjukkan beberapa poin sebagai berikut: (1) bidang jawaban yang paling banyak salah seperti Struktur dan Ekspresi Tertulis; masalah subjek-kata kerja, kata kerja, kata benda dan penggunaan artikel, (2) masalah kekurangan persiapan dan ketidakmampuan memahami beberapa bidang tata bahasa yang umum ditemukan, (3) alasan di balik kesulitan siswa dalam TOEFL yakni sikap meremehkan saat menuju ujian dan penguasaan bahasa Inggris yang buruk.

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The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

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8. The students of English Department academic years 2013 and 2014 who participated as respondents in this research, especially for ten participants. Thanks for their corporation.
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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better.

The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, 22nd October 2018

The Writer,

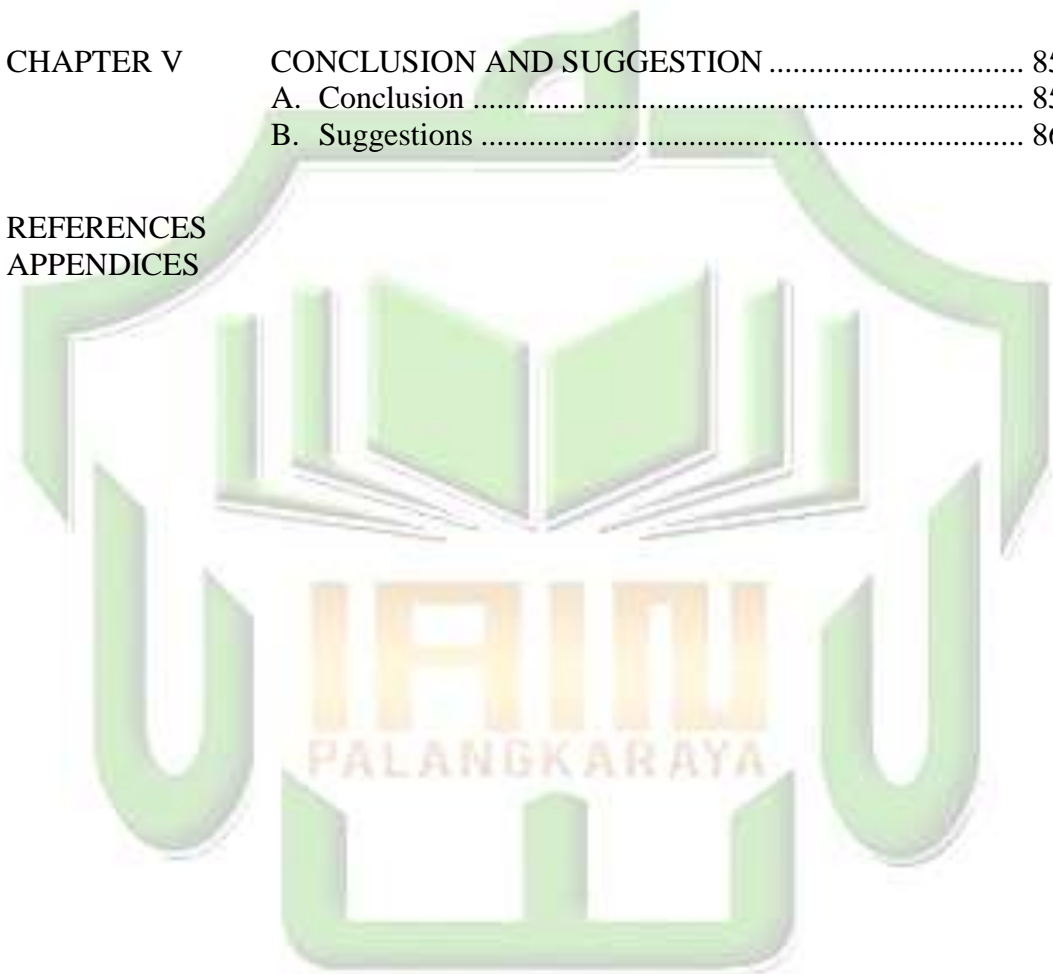
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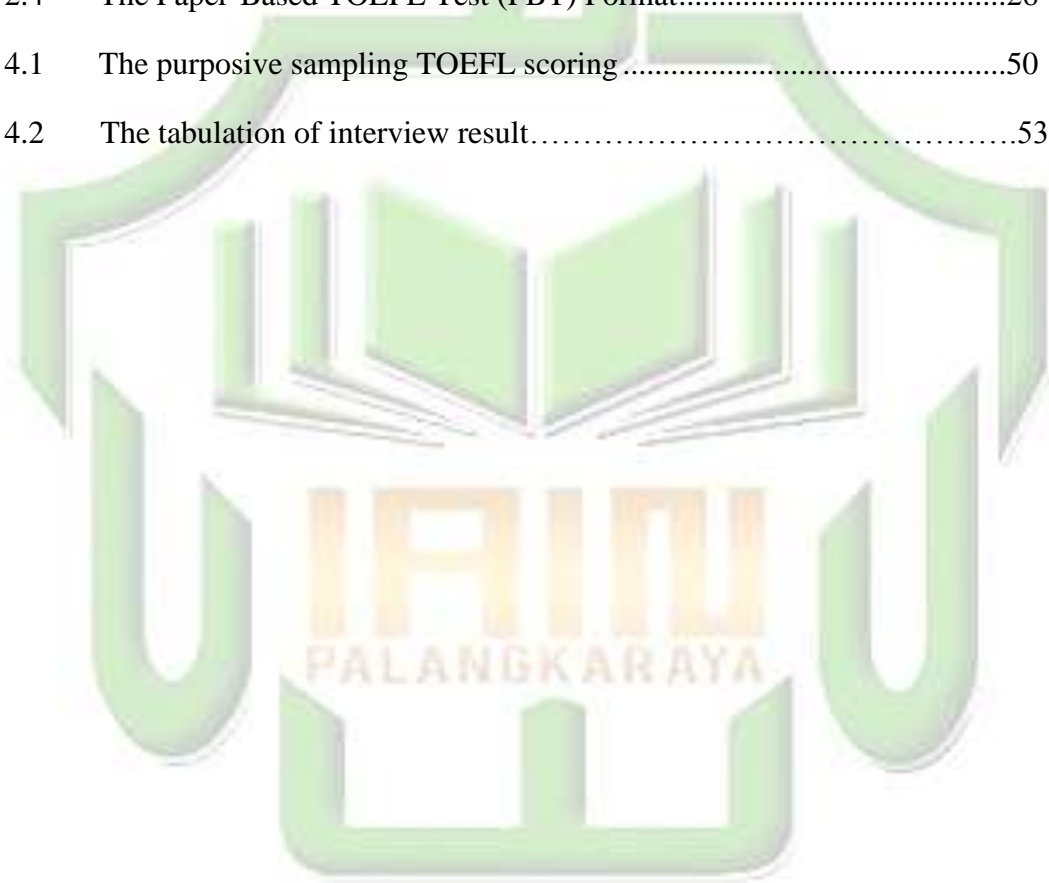
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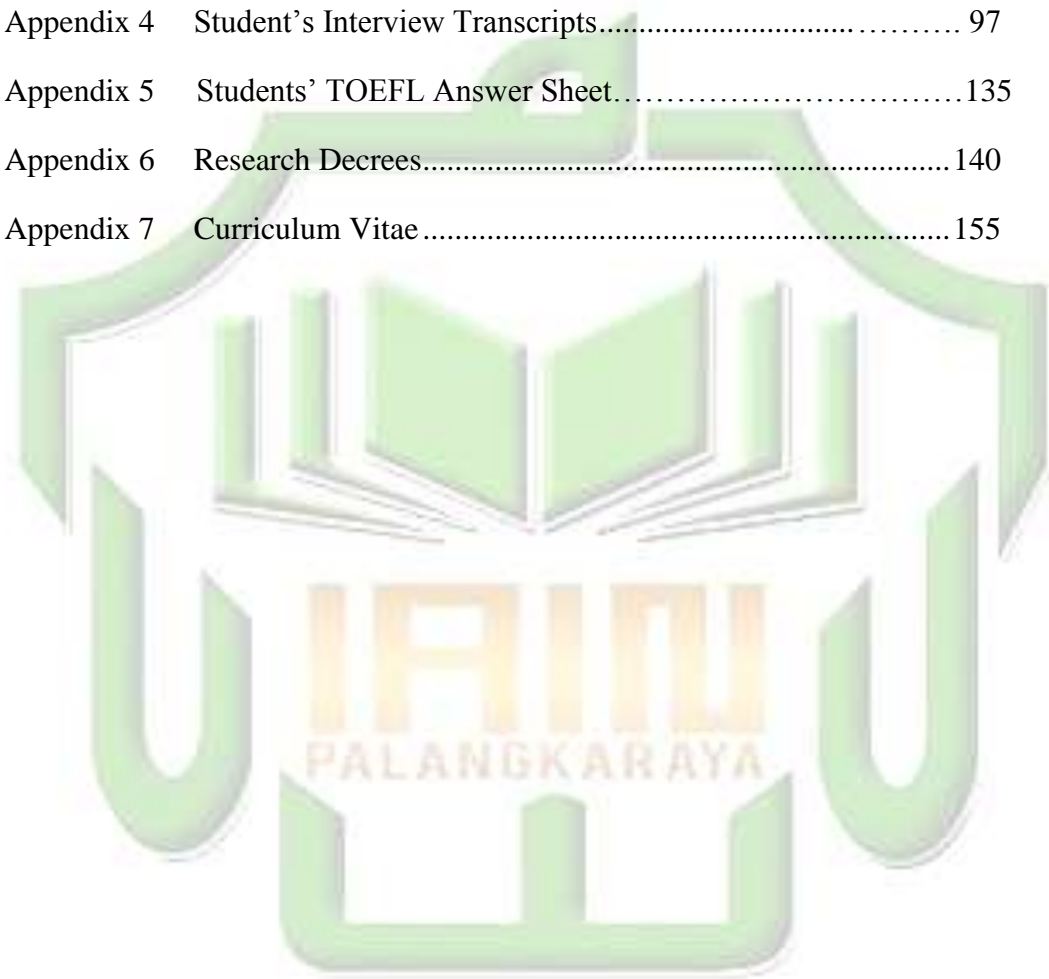


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LIST OF ABBREVIATIONS

TOEFL: Test of English as Foreign Language

PBT : Paper-Based Test

EFL : English Foreign Language

ETS : Educational Testing Service

SWE : Structure and Written Expression

DB : Debie Tri Heriyanti

HW : Herniwati

AS : Asna Yanti

MT : Mutiara

NL : Nurul Hidayati Ningsih

ML : Mela Scorpiona

TR : Tri Rahma Yanti

YR : Yulia Rahmawati

NH : Nur Hasanah

NR : Nia Rahmalia

CHAPTER I

INTRODUCTION

This chapter provides the background of study that describes why the researcher chooses this study. They were background of the study, problem of the study, objectives of the study, scope and limitations, significance of the study, and definitions of key terms.

A. Background of the Study

The Test of English as a Foreign Language (TOEFL) is a test administered to measure the English proficiency of non-native speakers of English. As Phillips (2001, p.xiii) declare that “the TOEFL is a test to measure the level of English ability of non-native speakers of English”. Likewise, Abboud and Hussein (2011) contend that as a test of English as a foreign language, TOEFL has become a standardized test used throughout the world to measure the English proficiency of non-native English speakers.

The two statements above are congruent with Sulistyo (2009) who states that, for more than half a century, TOEFL has been viewed as a standardized test widely employed all around the world in more than one hundred countries. In relation to this, Abboud and Hussein (2011, p.111) further say, “more than 5,000 colleges, universities, and licensing agencies in 90 countries accept the TOEFL scores”. From the purposes mentioned above, it can be understood that mastery of TOEFL is very important because it enables learners to show that they have a good proficiency in

English and opens a great deal of access to continue study abroad and also to continue studying in Indonesia.

As an English proficiency test with international standard, TOEFL has difficulty level, demands good English mastery and students should apply good strategy in answering the test. TOEFL has three sections; Listening Comprehension, Structure & Written Expression, and Reading Comprehension. In Listening Comprehension, timing is about 0.7 minute for one item. Students must listen to the conversation, read the answer, analyze the answer, and then choose the answer. In Structure & Written Expression, timing is only 0.6 minute for item. In Reading Comprehension, timing is about 1 minute for one item. In other words, to get high score in TOEFL, the combination of good English mastery and strategy to analyze the questions is a must (I Made Sujana, Edy Syahrial, & Eka Fitriana, 2014, p. 53).

TOEFL has become one of the most popular language proficiency tests that most people use in Indonesia. It can be proved that more institutions such as enterprises use TOEFL as one of the requisites in recruiting their new employees and universities use it as the requisite for graduating. TOEFL at some universities also is used to students who will submit their thesis. For example in IAIN Palangka Raya, is one of the state institutes which highly require the students to achieve the passing grade on TOEFL as the requirement before doing thesis examination.

TOEFL in IAIN Palangka Raya is executed by Language Development Unit, IAIN Palangka Raya uses the previous version of TOEFL called TOEFL PBT (Paper-based Test) evaluates language skills in three separate sections, which are Listening Comprehension, Structure and Written Expression, Vocabulary and Reading Comprehension. Though it does not contain the Test of Written English section, the total time of each examinee spends is 115 minutes which is 35 minutes for Listening section, the Structure and Written Expression 25 minutes also Reading Comprehension 55 minutes. Many English teachers assume that the higher the TOEFL PBT score is, the more likely the test taker is able to communicate English in academic contexts (Asmani, 2014, p.86).

Rivi antoni (2014, p.9) declared that passing the TOEFL is not as easy as they completed their English subjects. Most of them are failing to fulfill the standardized grade ruled by University. Based on the writer observation mostly English Department students must follow TOEFL 5 till 10 times to pass TOEFL meanwhile they learn about English almost every day. Even to participate TOEFL in IAIN Palangka Raya, English students have to join TOEFL training course during sixteen times meeting and it can be taken when the students in six semester.

Senior students of English Education Program should have no more problems in achieving the 500 minimum of the TOEFL score. It is because they have programmed all of the courses that are related to the materials

testing in TOEFL which are both skill courses such as listening, speaking, reading, writing and content courses such as grammar and vocabulary.

However, in fact there are still many English students who fail to achieve the minimum score. The previous study from Sujana, et al. (2005) indicates that on average, the language proficiency level of English students is in the category of Independent User with the average TOEFL score is 459. It means that the senior students' language proficiency is still low if contrasted with what they have learned for three years. The research further describes that they are expected to have language proficiency at least in the competent user category the score is between 493 - 537 in which they can use English effectively and efficiently under any circumstances. This becomes problematic since the students' score is not in line with the expectation of what they have learned in the class.

Irham Ali Saifuddin (2012, p. 23) added that many students think that TOEFL is extremely difficult particularly for students who have never done the test before. Students of English Education should answer all TOEFL correctly and must have at least 500 for TOEFL scores to pass the test. English students who follow TOEFL at IAIN Palangkaraya themselves are mostly senior students who have completed various English courses from listening, grammar, structure, writing, also reading. Based on writer observation in IAIN Palangkaraya, somehow English students have difficulties or obstacles to achieve the goal of TOEFL score. Many students fail in attempting the TOEFL even thing, prior to this test,

the students have studied the strategies in answering TOEFL. Because of that, the writer wants to do a research on the problems faced by the test takers.

Based on the explanation above, the writer was interested in investigating the problems or difficulties in answering TOEFL faced by English students. So, this research is given title “The TOEFL Learning Difficulties Faced by EFL Students of English Department of IAIN Palangka Raya”

B. Problems of the Study

1. What skills are most answered incorrectly in the TOEFL by English department students?
2. How do English department students prepare themselves for TOEFL?
3. What are the students' reasons toward their difficulties in the TOEFL?

C. Objectives of the Study

1. To know skills that most answered incorrectly in the TOEFL by English department students
2. To describe how English department students prepare themselves for TOEFL
3. To analyze the students' reasons toward their difficulties in the TOEFL

D. Scope and Limitations of the Study

This study looked for the most answered incorrectly of skills from three Paper-Based TOEFL section, example like in one of TOEFL skills is Structure and Written Expression consist of many skills such as form and

function, subject and verb agreement, active and passive voice, verb tense and etc. also the English students preparation and the reasons toward their difficulties in the TOEFL.

It conducted in IAIN Palangka Raya for English students' academic years 2013 and 2014 that have already followed TOEFL but have not passed yet. The study focused on difficulties of English major students in TOEFL. It limited on the problems. The writer prefers to investigate what causes that make the students felt difficult in answering TOEFL

E. Significances of the Study

Theoretically, the result can be used as the reference for all students in English Department to provide information about students' mistake in answering TOEFL especially TOEFL PBT and never give up because TOEFL is very important for students who will finish their study in university and also can help another researcher to find source about the problems in answering TOEFL. Practically, the study can help students to give more knowledge about how the effective way for learning English especially in answering TOEFL. The writer hopes that this research will give more benefit for the lecturers of English Education about the students' problem in answering TOEFL. Also for the writer this research can increase the writer knowledge about TOEFL, and get experience in conducting this research

F. Definition of Key terms

To avoid misunderstanding and misinterpreting toward the terms applied in this study, it is necessary to explain the terms used in this research explicitly.

1. Students' Difficulties:

According to AS Horby (2000, p. 1049) the students are a group of people that places the central position in teaching-learning process. Problem is a thing that is difficult to deal with or to understand. Finally, students' problem is a thing that is difficult to deal in teaching-learning process.

2. TOEFL:

TOEFL is a standardized test to measure the English language ability of non-native speakers to enroll in American universities. The test is developed and established by ETS (Educational Testing Service) in 1964. The TOEFL score has been used as the requirement for non-native applicants in America and English speaker colleges and universities, so do to obtain scholarship in those countries (Sharpe, 2013).

3. EFL Students:

EFL is an abbreviation for "English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. For Example: a Chinese person learning English in China. Richard

Nordquist (2015) defined EFL as “a traditional term for the use or study of the English Language by non-native in countries where English is generally not a local medium of communication”.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

There are some previous researches related studies which have correlation with this study. The first previous study is by Murni Mahmud (2014), "*The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context*". The focus of this paper is to explore the students' problems in answering the TOEFL (Test of English as a Foreign Language). This is a descriptive study based on in-depth semi-structured interview and classroom observation. The subject of this research was the students of Graduate Program at one state university in Makassar, Indonesia. Findings showed that the main problems of the students in answering the TOEFL test were due to several conflicting reasons, such as fewer basic skills, less practice, less motivation, and students' individual differences such as age and social status.

The similarities this study with the writer is both also looking for the EFL Students' Problems in Answering TOEFL. Also the instrument of this study use Interview and observation to get the data. For the difference of this study is from the participants. Murni Mahmud as the author focused on the students of Graduate Program who took TOEFL as the requirement for finishing their study. Meanwhile in this case the writer focused on students in English Department who has not finished their study also the TOEFL.

Second research was done by Rivi Antoni (2014) conducted the research about *“An Analysis on 6th Semester Students’ TOEFL Experience at English Department of Teachers Training and Education Faculty of Pasir Pengaraian University”*. From the research findings, it can be concluded that most of the students do not have good preparation in completing the test. It can be shown from the result of the analysis where most of students complete their TOEFL test without having good strategy and having English skills. Second, it can be summarized that in listening section, the problem faced are that they get difficulties to understand the spoken language because the speaker speaks too fast and the hard materials are the reason given. In structure and written expression section, get difficulties in determining the subject and the verb of sentences because of limited knowledge on the strategies and could not differentiate which words function as a subject or a verb of a sentence. In reading section, students get difficulties to understand the meaning of written English. It happened because they have limited of vocabularies and some phrases. From the written test, students have difficulties to start writing an essay and hard to develop the topic of the essay.

The similarities this study with the writer is both also looking for the students difficulties in TOEFL at English Departement, this research also use qualitative research. Then, the difference of this study is from the participants also instruments the writer use. Rivi Antoni as the author focused only in sixth semester students and uses many instruments like

questionnaires, observation sheet, field note, and interview in collecting the data needed.

Third research was done by Huda Al-Rawashdeh (2010) from Jordanian about the difficulties that face graduate students during their TOEFL preparation program at Jordanian Universities. This study aimed at determining the most important difficulties that face graduate students at Jordanian universities during their TOEFL preparation program. Results of the study indicated that difficulties regarding “TOEFL students themselves” ranked first (m 4.28), then difficulties regarding “TOEFL test” ranked second (m 3.95). In regards to the open question about any other difficulties faced students, results pointed out that there are other varied notices, its nature were as ideas, suggestions, and believes . The most important two were that students do not believe that they should take the TOEFL, it should be just for students specialized in English language, the second one was that students are not convinced by the benefits of the TOEFL, and it is for materialistic purpose only.

The similarities this study with the writer is both also looking for the students difficulties in TOEFL. Then, the difference of this study is from the participants also instruments the writer use. Al- Rawashdeh as the author focused only in graduate students in TOEFL preparation program and use questioner as the instrument.

Zaidoon Abdul Razaq Abboud (2011) researched *“The Difficulties Faced by Advanced Iraqi Foreign Learners in Passing ITP TOEFL Test”*.

The present research focuses on studying the ITP with more accurate examination and analysis of the difficulties that Iraq foreign learners face in passing the test which is considered as one of the obligatory requirements to complete higher education studies. This study consists of two parts: a theoretical part and a practical one. The theoretical part includes several sections with detailed explanations of the TOEFL test and its types especially ITP TOEFL test program which is the main concern of the present study. Concerning the practical part, there is concentration on the difficulties that the students face during the ITP TOEFL test.

The similarities this study with the writer is both also looking for the difficulties in TOEFL faced by EFL learners. Then, the difference of this study is from the instruments also the research method the writer use. Abboud as the author use questionnaires as the instrument and quantitative method.

Another previous study related to research is from Rizki Ananda (2016) with his paper research entitled *“Problems with Section Two ITP TOEFL Test”*. This study was designed to investigate the difficulties faced by EFL university students with section two of the ITP. The results showed that inversions (12%), subject-verb agreements (10%), adverb clause connectors (7%), passives (6%), reduced adjective clauses (5%), parallel structures (5%) and use of verbs (5%) were the most difficult questions for

the students. Furthermore, they felt that part B was more difficult than part A, as finding an error in a sentence was harder than completing a sentence from a multiple choice.

The similarities this study with the writer is both also looking for the difficulties in TOEFL faced by EFL learners. Then, the difference of this study is the writer focused in section two only and then for the instruments also the research method the writer use. Abboud as the author use questionnaires and test as the instrument and use quantitative method.

Tomi Mandala Putra, Usman Kasim, Faisal Mustafa (2017) about reading comprehension in the PBT TOEFL: Which sub-skills deserve more intensive training? Studies have shown that reading comprehension is the most difficult section of the PBT TOEFL. Therefore, this research aimed to identify which sub-skills in reading comprehension pose the greatest challenges for the students in order to focus practice on those sub-skills. The sample size is 20 advanced EFL undergraduate students at Syiah Kuala University, Indonesia, who were asked to sit a PBT TOEFL reading comprehension test. The result showed that vocabulary and inference are the most difficult sub-skills for the respondents, followed by detail information. Therefore, the university needs to dedicate more time in Reading Comprehension courses for difficult reading comprehension sub-skills. In addition, since vocabulary is a very fundamental, while also problematic, sub-skill in language learning, a separate vocabulary development course needs to be offered for the students.

The similarities this study with the writer is both also use EFL students as the respondents and it's about focused on TOEFL PBT. For the difference of this study is the writer just focus on reading section also as the author use quantitative method.

Nyak Mutia Ismail, Sri Wahyuni (2017) researched "*Peer-Discussion in TOEFL Preparation Class*". The aim of this study was to see whether the technique of peer-discussion during the TOEFL preparation class benefits the students in increasing their score in Section Two of TOEFL Test, Structure and Written Expression. According to Porter et al. (2001), during the process of students' interaction with their peer(s), students have more open chances to ask conceptual questions; and as their peer(s) respond, they can understand more correctly and individually the questions. This study adopted quasi-experimental design involving one class consisting of 24 second semester college students at Economics Faculty, Syiah Kuala University, Aceh, Indonesia. The result showed that the technique posed positive result on the students score in Section Two of TOEFL.

The similarities this study with the writer is both also discuss about TOEFL preparation for the test takers. Then, the difference of this study is from the respondent the writer use is from Economics Faculty this study also use quasi experimental and just focus in section two of TOEFL.

Iskandar Abdul Samad, Miftahul Jannah, Siti Sarah Fitriani from Syiah Kuala University about EFL Students' Strategies Dealing With Common

Difficulties in TOEFL Reading Comprehension Section. This quantitative study investigates the undergraduate students' difficulties and their strategies in completing TOEFL reading comprehension test. The data was obtained by collecting students' worksheets of the TOEFL test and distributing questionnaires related to test taking strategies used by the students. Thirty students of English Education Department of Syiah Kuala University were involved as participants. The results indicate five difficult reading aspects encountered by the students. In addition, their strategies to complete the reading comprehension section of the TOEFL test are also found.

The similarities this study with the writer is both same looking for the difficulties faced by EFL students in TOEFL section. For the difference of this study is from how the writers get the data. Iskandar and friends use quantitative and collecting students' worksheets of TOEFL reading comprehension test. Also use quantitative study and focused on reading comprehension section only.

Liyeni Pratiwi (2017), *"An Analysis of the Difficulties Encountered by Non-English Department Student's in TOEFL Test of Listening Section"*. This research was mainly to explore what are Non English Department Students" (NEDS) difficulties in listening comprehension, especially in doing TOEFL Test. The writer employed a qualitative method to find out the students to do solve their problems in understanding listening skills. It is a case study involving fifteen students from Eighth semester of Arabic

Department students in IAIN Banten, who join a test of TOEFL preparations. To collect the data the writer used archival records, interview and questionnaire are served as the data collection method. The result of this research indicates that the students are unfamiliar to do the TOEFL test. The result of the study shows that there are some points of the students' manner to overcome their difficulties in listening section in TOEFL test are; Asking to the lecturers the unknown material, asking the unknown new vocabulary, listening English music by remembering the lyrics for new vocabulary, practicing conversation by English language, opening the dictionary before doing the test, giving motivation with friends, studying hard and improving the vocabulary mastery.

The similarities this study with the writer is both same looking for the students difficulties TOEFL test, this study also use case study with qualitative method. For the difference of this study is from the respondents that the writer chooses is from Non English Department and focused in listening section only.

Anugerah Septiansah (2017), researched about an analysis of problems faced by senior students in Structure and Written Expression (SWE) Section of Test of English as a Foreign Language (TOEFL). A Survey Study at English Education Program of Mataram University is aimed to find out types of items in SWE section of TOEFL create difficulty and the factors causing the difficulty faced by the senior students in answering the SWE section items of TOEFL. The data collection was done through testing,

questionnaire, and interview. The test result was converted into TOEFL convention table while questionnaire and interview were analyzed manually. The result of the research revealed that the types of items in SWE section of TOEFL creating difficulty for the senior students are related to 11 types of topics which are about the use of prepositions, verbs as complement, compound sentences, articles, adverbial clauses, prepositional phrases, direct object, word choices, tenses, pronouns, and determiners.

The similarities this study with the writer is both same looking for the difficulties faced by EFL students in TOEFL section. For the difference of this study is this study use survey and focused in TOEFL section part two or Structure and Written Expressions only.

Although there are a lot of differences, those previous studies have similar in the objectives of this research. The objective of the previous researcher and this research is to know the relationship between the paired which investigated.

B. Nature of TOEFL

The Test of English as a Foreign Language (TOEFL) is a test conducted by institutions Educational Testing Service (ETS) in the United States. The TOEFL test is a test to measure the level of English proficiency of nonnative speakers of English. It is probably the most often used examination in the admissions process of foreign students to colleges and universities. However, these schools often does not consider the

student's grades in schools which he or she previously attended and the records from any intensive English program in which the student was enrolled. All this depends on the school's admission criteria. The score is acceptable to given school also depends on the regulation for that particular school (Michael A. Pyle, *Cliffs TOEFL Preparation Guide*, p.4).

Since 1963, the TOEFL has been used by various government agencies in the United States and internationally, such as the Ford Foundation, Fulbright, The Agency of International Development, Latin America Scholarship Program, the Colombo Plan, as well as various institutions or other agencies as a standard mastery standard mastery of the English language for prospective recipients of such institutions. According to ETS, more than 27 million people from around the world have signed up to take the TOEFL test since the test was first launched.

TOEFL which stands for Test of English as a Foreign Language is a standardized test for measuring students' English language capabilities. The TOEFL is a large-scale language assessment. It is "arguably the most well-known and widely used large-scale language assessment in the world" (Kunnan, 2008, p.140). It was first developed in 1963 in the United States to help in the assessment of the language competence of non-native speakers. As a test type, it is a standardized test of English proficiency administered by the Educational Testing Service, Princeton. It is widely used to measure the English-language proficiency of foreign students wishing to enter American colleges and universities. According to Taylor

and Angelis cited in Kunnan (2008, p. 138) the first TOEFL was administered in 1964 at 57 test centers to 920 test candidates.

The TOEFL has widely been recognized as a model test and have-take test for our students, graduate and postgraduate, as well as our teachers and researchers in universities and higher education institutions wishing to read for higher degrees and develop further their research potential in North American universities. Kunnan (2008, p. 141) notes that, “Over the years, the TOEFL became mandatory for non-American and non-Canadian native speakers of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities”. The TOEFL score have been used as the requirements for non-native applicants in American and English speaker colleagues and universities, so do to obtain scholarship in those countries. The TOEFL also has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, and the Latin American scholarship Programs as a standard measure of the English proficiency of their candidates (Sharpe:2013, p.11). The admission committees of more than 8,500 colleagues and universities in the United States, Canada, Australia and 130 other countries worldwide require foreign applicants to submit TOEFL score along with transcript and recommendations in order to be considered as admission (Sharpe, 2013, p 11).

C. Types of TOEFL

The official TOEFL Test is currently administered around the world in different types (Abboud et al, 2011):

- 1 The Computer-Based TOEFL (CBT)
- 2 The Internet-Based TOEFL (IBT)
- 3 Institutional Testing Program (ITP)
- 4 The Paper-Based TOEFL (PBT)

The followings are the explanation about four types of TOEFL currently administered around the world:

1. The Computer-Based TOEFL (CBT)

The Computer-Based TOEFL Program comprises four sections: Listening, Structure Writing and Reading. The writing section in this test is equivalent to the Test of Written English (TWE) in the Paper-Based TOEFL. In addition, everyone who takes the TOEFL during the same administration may not see or answer the same questions. These questions are selected according to the level of the student's proficiency. In this test, there are three sub-scores: Listening, Structure, Writing, and Reading. Actually, the total score is limited on a scale of (0–300) (Sharpe, 2009, p.11).

The format, the number, and types of questions, which can be seen in the Computer Based TOEFL, are shown in the following table (Gear and Robert, 2002, p.2):

Table 2.1 The Computer-Based TOEFL Test (CBT) Format

Listening:	Number of Passages	Number of questions per passage	Total number of questions	Time
Short Dialogues	11-17	1		
Short conversation	2-3	2-3	30-59	40-60
Lectures and Discussions	4-6	3-6		Minutes
Structure:		Number of items	Total number of questions	Time
Completing Sentences correctly		10-15	20-25	15-20
Identifying Errors		10-15		Minutes
Reading Comprehension:	Number of passages	Number of questions per passage	Total number of questions	Time
	4-5	10-12	44-45	70-90Min
Writing:	Number of essays:			Time
	1			30 Min

2. The Internet-Based TOEFL (IBT)

In IBT test is described as a new version of the TOEFL. It is delivered insecure testing centers around the world. It replaces the Computer- Based TOEFL and the Paper-Based TOEFL. Its main concern is to measure the test-takers' ability to communicate successfully in an academic setting. It includes a new section which is the Speaking Section. This section is used to evaluate the examinees'

ability to Speak English. Moreover, there are new integrated writing and speaking tasks. These tasks are used to evaluate the test takers ability to combine and communicate information which is from different sources. To sum up, this test consists of four sections: Reading, Listening, Speaking and Writing. It tests all the four skills that are influential for effective and successful communication, i.e. listening, speaking, reading and writing. The format of these sections, the number of questions for each of them, and the time which is allotted for each of them can be seen in the following table. (Abbott and Hussein, 2011, p. 8)

Table 2.2 The Internet-Based TOEFL Program (IBT) Format

Test Section	Number of Questions	Timing
Reading	3-5 passages, 12-14 questions each	60-100 Minutes
Listening	4-6 lectures, 6 questions each 2-3 conversations, 5 questions each	60-90 Minutes
BREAK		
Speaking	6 tasks: 2 independent and 4 integrated	20 Minutes
Writing	1 integrated task 1 independent task	20 Minutes 30 Minutes

3. Institutional Testing Program (ITP)

In The Institutional Testing Program, it is clear that ITP began in 1965 and is still administered throughout the world. Actually, it differs from other TOEFL Programs because it gives qualified universities, English language institutes, and other agencies the opportunity to use

older forms of International Testing Program paper-based TOEFL or the Preliminary Test of English as a Foreign Language (Pre- TOEFL) to their own students using their own facilities and staff and setting their own test dates (Abboud and Hussein. 2011). To provide depth understanding about ITP, there are more explanations about the score determination and the structure of the ITP, as follows:

a. The Determination of Score

Refer to Pyle and Munoz (1982) the test score is determined by adding the total number of correct answer in each section and then changing these “raw scores” into “converted scores”. The total number of correct answers is counted also and it is called "raw score". Then, the raw score for each section is converted by certain statistical means to a number on a scale. The converted score is different for each examination. It is based on the difficulty of the test. There is no way that you can use any simple mathematics to determine the converted score. ITP TOEFL section scores are reported as scaled scores that can range within 31-68. In addition, the total scores can range within 310-677. The total converted score “is then determined by adding the three converted scores and multiplying the result by $3\frac{1}{2}$ (or multiplying by 10 and dividing by 3). Such as in the following:

Section1 Section2 Section3

Example: 48 + 56 + 52

$$=156 (156 \times 10) \div 3 = 520$$

The paper version of the TOEFL Test is scored on a scale of 217 to 677 points. Different universities, institutions and organizations have their own TOEFL requirements. The dates of the scores to be mailed to the students are listed in the *TOEFL Information Bulletin*. Scores are generally mailed out approximately five to six weeks after the test date for all over test centers (Phillips, 2003, p. xvi).

b. The Structure of the Institutional Testing Program

As for The Institutional Testing Program (2006:3), it is mentioned that the purpose of ITP TOEFL Test is to measure English proficiency of people whose native language is not English. In fact, it consists of three sections. Each section contains a multiple-choice format in order to evaluate the ability to understand North American English. It is given in a single session of about two and a half hours to complete it besides completing the admission procedures. These sections are:

- a) **Listening Comprehension:** It is used to evaluate the examinees' ability to understand spoken English.
- b) **Structure and Written Expression:** It is used to evaluate the examinees' ability to recognize language that is appropriate for standard written English.
- c) **Reading Comprehension:** It is used to evaluate the examinees' ability to read and understand short passages. The format of these sections, the number of questions for each of them, and the time which

is given for each of them can be seen in the following table (see TOEFL Practical Tests, 2003):

Table 2.3 The Institutional Testing Program (ITP) Format

Section	Number of Items	Time
Listening:		
Part A Questions about short conversations	30	
Part B Questions about longer conversations	7	30-40
Part C Questions about lectures or talks	13	Minutes
Total	50	
Structure and Written Expressions:		
Completing sentences correctly	15	25
Identifying errors	25	Minutes
Total	40	
Reading comprehension:		
Questions about reading passages	50	55
Total	50	Minutes

4. The Paper-Based TOEFL (PBT)

This paper based TOEFL is used in IAIN Palangka Raya. Paper based test is a TOEFL that the problems or queries are penned, printed, or drawn, and the answers are penned too. This type which is divided into three sections (ETS, 2007b, p. 11). The test has 140 questions - 50 for listening comprehension, 40 for structure and written expressions, and 50 for reading comprehension, which consists of 5 passages (Shanks, 2004). Additionally, for the International PBT TOEFL, there is also a writing section (Sharpe, 2004, p. 12). Therefore in IAIN

Palangka Raya do not use writing section and the score is ranges from minimum score 217 to maximum score 677.

According to Philip (2003, p. xv-xvi) the Paper Based Test is one of the International Testing Programs. It includes three sections which are as follows:

a. Listening Comprehension

It is used to evaluate the test-takers' ability to understand spoken English. The test-takers must listen to different types of recorded passages and answer multiple choice questions about these passages.

b. Structure and Written Expression

It is used to evaluate the test-takers' ability to recognize grammatically correct English sentences. In this section, they have to choose the correct answer to complete sentences and to identify grammatical errors in sentences.

c. Reading Comprehension

It is used to measure the test-takers' ability to understand written English passages. Then, the test-takers' must answer multiple choice questions concerning the ideas and the meaning of words in those reading passages.

The format of these three sections, the number of items for each of them, and the time which is assigned for each of them can be clarified in the following table (Gear and Robert, 2002, p. 8):

Table 2.4 The Paper-Based TOEFL Test (PBT) format

Sections	Number of Items	Times
Listening :		
Part A Questions about short conversations	30	30-40 Minutes
Part B Questions about short conversations	8	
Part C Questions about lectures or talks	12	
Total	50	
Structure and Written Expression:		
Completing sentences correctly	15	25 Minutes
Identifying errors	25	
Total	40	
Reading Comprehension:		
Questions about reading	50	55 Minutes
Total	50	
Total	140	120 Minutes

D. Paper-Based TOEFL Testing Area

In PBT there are three sections: listening, structure and written expression, and reading comprehension. The following subheadings deal with the explanation of these three sections. However, the examples of conversations, dialogue, reading passages, and questions are not given

here so to have a clear look at what all these look like go to (Pyle and Page, 2002, p. 62).

1. Section One: Listening Section

The purpose of the listening section is to assess the ability to comprehend spoken English (Pyle & Page, 2002). There are three parts to the listening section: Part A, with short dialogues containing 30 questions, Part B with longer dialogues consisting of 8 questions, and part C, a lecture with 12 questions. In all parts of these sections, the conversations and dialogues are not played a second time so that test takers need to listen to the recordings very carefully and attentively. Then, they choose one out of four possible answers for each of the 50 questions. The time allotted for the listening section is 30 to 35 minutes (Pyle & Page, 2002).

2. Section Two: Structure and Written Expression

The structure and written expression section was developed to test the ability to identify appropriate language for standard written English. This section entails two parts: Part A, Structure, and Part B, Written Expressions. In Part A, there are 15 incomplete sentences; beneath each sentence are four words or phrases, marked (A), (B), (C), and (D). Mahmud (2014, p.74) stated in his study found that the most of his respondents encountered serious problem in answering TOEFL is the structure and written expression section. Test takers are to choose the one word or phrase that most perfectly completes the sentence. On the

answer sheet, find the number of the question and fill in the corresponding blank space with the letter for the answer they have chosen (Pyle & Page, 2002). Subsequently follows Part B, which is the written expressions, with 25 questions which each having four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Test takers are to choose the one underlined word(s) or phrase that must be changed so that the sentence will be correct. This section usually lasts for 25 minutes.

Substantively this Structure and Written Expression test usually presents a form of Sentence Complication and Error Recognition; there are word orders, noun phrase, verb phrase, adverb phrase, conjunctions, word classes, pronouns, prepositions, parallel structures, word function, subject+ verb, conditional sentences, superlative-comparative and redundancy. The Sentence Complication consists of 40% simple sentences and 60% complex sentences consist of 15 questions. While Error Recognition consists of 40% simple sentences and 60% complex sentences consist of 25 questions (Larasati, 2014, p.67).

3. Section Three: Reading Comprehension

In general there are a number of aspects and skills to comprehend the reading text of TOEFL test. According to Phillips (2003), there are five aspects of TOEFL reading comprehension that consist 13 skills. The first one is questions about the ideas of the passage. This aspect consists of two skills: answering main idea questions correctly and

recognizing the organization of ideas. Next aspect is directly answered questions. This aspect consists of three skills: answering stated detail questions correctly, finding unstated details, and finding pronoun referents. Third aspect is indirectly answered questions. This aspect consists of two skills, these are responding to implied and transition questions. The fourth is vocabulary questions which consists of four skills, these are finding out meanings from structural clues, finding word parts, giving meaning for difficult and simple words by using context. Last aspect is reviewing questions. This aspect consists of the ability to search for specific information, the tone, purpose, or course.

The reading comprehension section consists of 50 multiple-choice questions, with 8-11 questions for each passage of 200 – 300 words. The given questions vary but mostly focus on main ideas, stated or unstated details, vocabulary, pronouns, and inference. The topic in each passage consists of different kinds of subjects in order to avoid favoritism toward certain themes (ETS, 2000, p. 8). There are many skills in reading comprehension in Paper-based TOEFL;

1) Main Idea Questions

The main idea can be isolated in all the passages since it is the most important element that states the author's intention (Pierce & Kinsell, 2008). In the PBT TOEFL, the examinees are asked mostly about the "topic", "title", "primary idea", or "main idea".

2) *Stated Details*

The examinees are prompted to find a specific piece of information instead of defining all of the information in a passage (Philips, 2001, p. 379). The questions are presented in a sequence that mirrors how they appear in the text and the answers share the same ideas of the passage though they do not necessarily use the same words (Philips, 2001, p. 379). In order to be able to answer these questions, the examinees can reread the questions after reading the passage (Hill, 2006, p. 21)

3) *Unstated Detail Questions*

The examinees have to find information that is not explicit in the passage (Philips, 2001, p. 385). The correct answer for this type of questions is false information according to the passage. Careful reading is essential to correctly answer these questions (Hill, 2006, p. 22).

4) *Pronoun Referent Questions*

The examinees have to find the designated pronoun of a specific noun (Philips, 2001, p. 388). The author uses referents in order to enhance word choice and variation (Gallagher, 2005, p. 44). The pronoun itself may be before or after the antecedent is mentioned and can even be in a different sentence. Transition and connecting words can be used as clues for this type of question (Gear & Gear, 2002, p. 317).

5) *Inference Questions*

In this type of question, the examinees have to deduce information from a passage. These questions can be recognized from the presence of words such as “inferred”, “implied”, “likely”, or “probably” (Philips, 2001, p. 398). This question requires sharp reading skills, previous knowledge, and good memorization skills (Broek et al., 2001, p. 1081). Hill (2006) suggested that the answer for this question will not be different to the passage’s main idea.

6) *Vocabulary Questions*

This type of question covers about 20% of the total questions in the TOEFL test, which suggests that vocabulary load and knowledge in reading are crucial (Pyle, 2001, p. 50). Vocabulary is an important feature in reading (Nation & Beglar, 2007) because it closely correlates with comprehension (Kulaç & Walters, 2016, p. 487). Less familiar words are usually asked. Chesla (2002, p. 34) suggests careful examination of the main ideas surrounding the word and trying every option to replace it, until the best possible word substitution is found.

E. The TOEFL Learning Difficulties

In general there many reasons why students felt difficulties in TOEFL learning among others in opinion of in his research Rivi Antoni (2014) declares that there are two students main problems in completing their TOEFL they are:

1. Limited preparation on TOEFL

According to Rivi Antoni (2014, p. 10), he found that students have problems in completing their TOEFL. The main problem faced is that the students do not have a good preparation before following a test of English as a foreign language. However, a good preparation needs to be planned and done by the candidate in order to get success on the test. Without a good preparation, the students might face some difficulties.

A good preparation refers to some cases such as what the test is like and what kind of strategies used. The fact shows that some students have limited knowledge about the test. Then, they do not prepare themselves with some strategies how to answer various questions given by the examiners. A preparation before completing TOEFL help students to get success at the test carried out. Missing the preparation causes the students get problems to answer the questions. (Deborah, 2001, p. 70)

2. Poor English Mastery

Besides having problem with the preparation, students are also poor in English skills. The skills are listening, speaking, reading and writing (Rivi Antoni, 2014, p. 10). Penny (2000, p. 25) states some students are problematic with speaking and listening. It is hard for them to communicate in English whether to listen or to speak. In the other cases, some students are confused with grammar and vocabulary. All those problems also cause the students get low with their English subject.

Based on the explanation above, the researcher concludes that there are two problem faced by the students in completing the TOEFL. First, they do not have a good preparation before the test. And second, they do not master English skills well yet.

But in specifics ways the writer find there are some learning difficulties in every section of TOEFL as follows;

a. The learning difficulties of Listening

In receiving the material in the classroom, the student will find many difficulties which they faced during learning activities occurred. That was causes of the language which being learned is not their mother tongue, which they used every day, of course it will be a problem to the students if they have not some preparation before receiving the material. The difficulties of listening are clustering (attending to appropriate “chunks” of language – phrases, clause constituents), redundancy (recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition), reduce forms: understanding the reduce forms that may not have been a part of an English learner’s part learning experiences in classes where only formal “textbook” language has been presented, performance variables: being able to “weed out” hesitation, false starts, pauses, and corrections in natural speech, colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge, rate of

delivery: keeping up with the speed of delivery, processing automatically at the speaker continues, stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces and the last is interaction: managing the interactive flow of language from listening to speaking to listening, etc. (H. Douglas Brown, Op.,cit p. 122).

b. The learning difficulties of Structure and Written Expression Section

In study of Rizki Ananda (2016, p. 40) declares that students learning difficulties of Structure and Written Expression Section in TOEFL are encountered serious problems in answering (1) inversion, (2) subject-verb agreement, (3) adverb clause connectors, (4) passive, (5) reduced adjective clause, parallel structure, and use of verbs. Inversion (12%) came as the first topic with the highest percentage of errors, followed by subject-verb agreement (10%), adverb clause connectors (7%), and passive (6%). However, the other topics of reduced adjective clause, parallel structure, and use of verb each had 5%, respectfully. Furthermore, it is quite pivotal for students to understand that learning the TOEFL is not only to fulfill a requirement for academic purposes or the likes, but also to be regarded as self-improvement (Hambali, 2008). In addition, students also have to raise awareness toward the importance of budgeting much time to increase their TOEFL score, especially in part B. In

relation to this, Brown (2000) contended students should be willing to spend their “personal time, effort, and attention” when learning a second language as these are deemed essential.

According to Hambali (2008) in his study, he revealed that the topics that the students found problematic were: (1) identifying verbs, (2) identifying the correct word order of subject and verbs in noun clauses, (3) identifying words with derivations and functions. Meanwhile, the subjects of this study encountered hurdles in answering “inversions”, “subject-verb agreement”, “adverb clause connectors”, “passive”, “reduced adjective clauses”, “parallel structures”, and “use of verbs”.

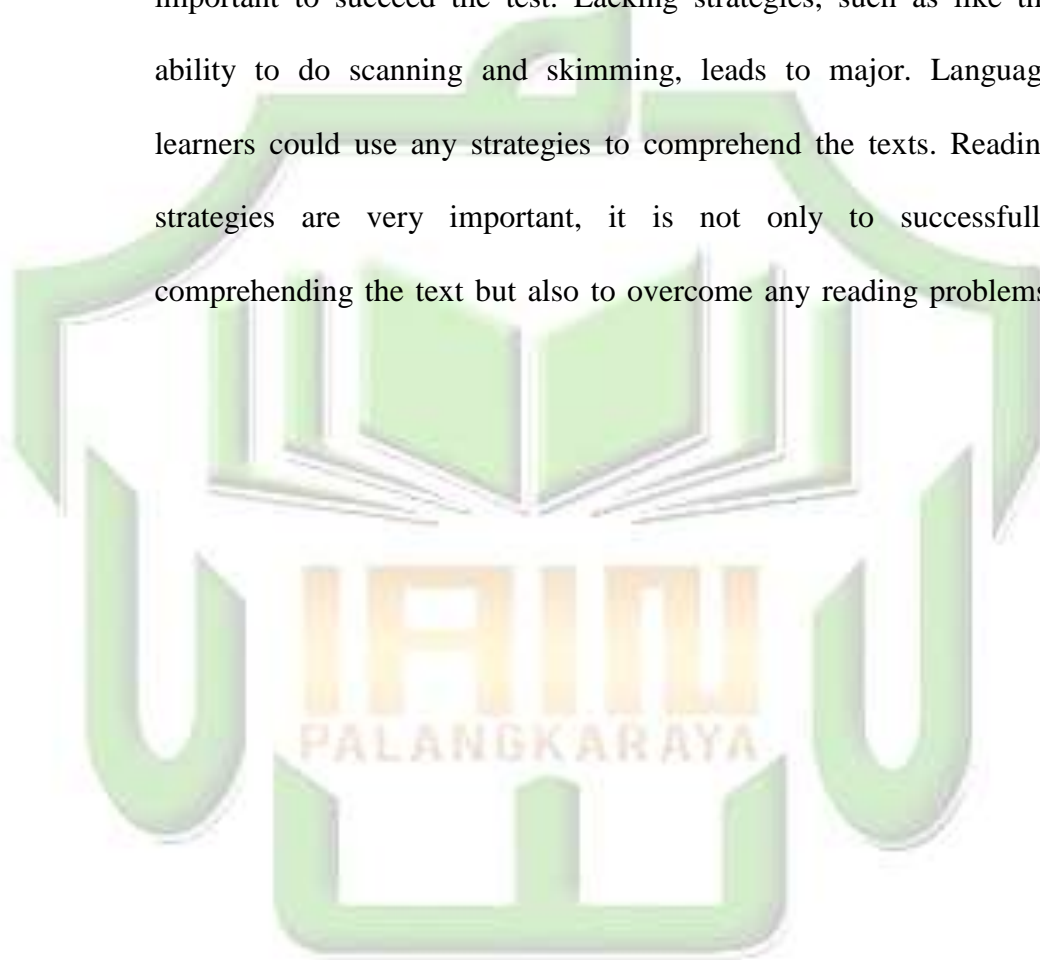
c. The learning difficulties of Reading Section

The literature has reported many students find reading difficult because of several factors, one of them is their lack of ability to understand a particular text (Ali, 2012, p.5). Their limitation of vocabulary and some phrases could hinder them from understanding the meaning of English texts (Fitriani, 2015). These impacts on the students' ability in answering questions in reading comprehension section of TOEFL test (Antoni, 2014). In a study conducted by Alghail and Mahfoodh (2016), there is a number of difficulties encountered by foreign students in a Malaysian university. The difficulties are in paraphrasing, note-taking, supporting ideas and managing the time for the reading test. Similar research has been

conducted by Nezami (2012) in EFL Saudi learners. In her research, she finds that their students are difficult to comprehend the text due to limited knowledge and skills.

A study conducted by Chawwang (2008) shows that the most critical problems were in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. These problems make students unable to guess the meaning and to understand a text. In addition, a study conducted by Alghail and Mahfoodh (2016) also shows some similarities in which foreign students in a Malaysian university are experiencing difficulties in paraphrasing of their note takings. Then, Mahmud (2014), in her study, shows that students' lack of skills and motivation hinder them from being able to comprehend a text. The result of research conducted by Antoni (2014) also reveals that in reading section, students face difficulties to understand the meaning of the passage and they could not catch all ideas from the passage given. According to her, the problems arise due to their limitation of vocabularies, some phrases, and time available for the section. In Abdul Samad (2017) reveal that more problematic skills for students, which are: (1) identifying implied detail questions correctly, (2) identifying stated detail questions correctly, (3) determining meanings of difficult words by using context, (4) identifying main idea questions correctly, and (5) determining meanings from word parts.

To overcome the difficulties, there are some reading strategies commonly used to comprehend the information given in the text, for example summarizing, question generating, skimming, scanning, etc. (Phillip, 2003). Similar with Antoni (2014) reveals that most of students agree that strategies on completing TOEFL are very important to succeed the test. Lacking strategies, such as like the ability to do scanning and skimming, leads to major. Language learners could use any strategies to comprehend the texts. Reading strategies are very important, it is not only to successfully comprehending the text but also to overcome any reading problems.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discuss about research design, subject of the study, source of data, data instrument, data collecting procedure, data analysis procedure and data endorsement.

A. Research Design and Approach

This study uses qualitative research approach. The research design of this study using qualitative because according to Herdizansyah (2010, p. 7) cited in Denzin and Linclon (1994) qualitative research is multi methods in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts - that describe routine and problematic moments and meanings in individuals' lives.

Snape and Spancer (2003, p. 3) define qualitative research based on its objectives, that “... *aims which are directed at providing an in-depth learning about their social and material circumstances, their experiences, perspectives and histories.*” Based on the definition above, the writer looked for data and information from the research subject and then analyzed qualitatively. The aims of the study are to analyze and find

out the difficulties faced by English department students in the TOEFL also which language elements most answered incorrectly by the test takers.

The research type of this study is case study. Nawawi (2003, p. 2) cited in Creswell (1998, p.73) declare that case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in depth data collection, involving multiple sources of information (e.g., observation, interviews, audiovisual materials, and documents and reports) and reports a case description and case-based themes.

By the statements above, the writer took view that case studies can answer actual phenomenon about what happened or to explain why something happened by looking at a process. That meant the writer found the difficulties of TOEFL faced by English students by documentation and interview.

B. Subject of the Study

In this study, the subjects are English students in English Department of IAIN Palangka Raya in academic year 2013 and 2014 who already have followed TOEFL but have not passed yet. The total populations were 30 students from 2013 academic year and 40 students from 2014 academic year. The subjects selected by the writer using purposive sampling. Purposive sampling is a nonprobability sampling technique in which subjects judged to be representative of the population

are included in the sample (Donald Ary, 2010, p. 648). As it is stated by Kumar (2011:189), “The primary consideration in purposive sampling is your judgment as to who can provide the best information to achieve the objectives of your study.” So the writer selected the English students who follow TOEFL but did not pass the test more than 5 times also who has always get score below 400. The respondents consist of 2 from English students in academic year 2013, and also 8 from English students in academic year 2014. In total 10 female respondents from academic years 2013 and 2014.

C. Source of Data

The data source of this research is English students in the English education program of IAIN Palangka Raya which located on G. Obos Islamic center street Palangka Raya, Central Kalimantan. To get the data and students' TOEFL score the researcher got from Language Department Unit as TOEFL administrator. For students in academic years 2013 and 2014 with total population 70 students the researcher selected with purposive sampling and chosen to be 10 respondents with some criteria. To collect the information therefore the researcher met with the students. The data was taken from this site to make it reasonable and acceptable.

D. Data Collecting Techniques

The next step is to choose the data collection methods that used. To get the data accurately, it is important to use the instrument, for it is the

tool to get the data on the field. For the instrument the writer used documentation and interview.

1. Documentation

Document study may refer to technique of collecting data by gathering and analyzing documents. A valuable source of information in qualitative research can be documentation. Sugiyono (2008, p.240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make the result of observation or interview credible.

In this research, the documentation the writer used the data from Language Development Unit as TOEFL organizers in IAIN Palangka Raya to looking for the data about the respondent who follow TOEFL and also to ask which language elements are answered incorrectly in TOEFL.

2. Interview

The writer was conducted data collection by interviewing the students. Type of interview used by the writer was a face to face interview. It is stated by Creswell (2014, p.239) that a qualitative interview is when the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group.

Interview is activity that involves interviewer and interviewee where the interviewer was given some questions to be answered by interviewee. Ary *et.al* (1985, p.342) stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly.

For additional, Syamsuddin (2011, p.95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008, p.226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

In this study, the writer used one-on-one interview. According to the writer, one-on-one interview is data collection process in which the writer asks questions and records answers from only one participant in the study at a time.

For the interview, the researcher asked the students about the student difficulties and learning preparation to face the TOEFL. The instrument of the interview was in form of open-ended questions.

According (Creswell, 2012, p. 386) open-ended question is a question for which researcher does not provide the response options; the participants provide their own responses to the question. The questions for the students interview that asked, as followed;

Number of Questions	Official Statements
1. Question number 1-2	To know the information about students English background
2. Question number 3-4	To know the students passions in English
3. Question number 5-7	To know the preparation while face the test
4. Question number 8	To know how importance of preparation to students
5. Question number 9-11	To know the method that is used in TOEFL learn all this time
6. Question number 12	To know the students particular students score
7. Question number 13-15	To know the students difficulties in the TOEFL
8. Question number 16	To know the students' attitude towards their difficulties in answering the test
9. Question number 17	To know how importance teaching activities to students in faced the TOEFL

E. Data Collection Procedure

On this study in collecting the data for this research, the writer did documentation and interview to obtain the data in order to answers the research problems. For more explanation, the procedures are discussed as follow:

1. The writer asked permission to the Language Development Unit to request the data of the English students who follow the TOEFL and

ask permission to retrieve data to search for which skills are answered incorrectly in TOEFL. Then the writer used the documentation as another supporting material to make this research more accurate. The writer collected all supporting documents from observations and written interviews with participants, drawings and other important documents during the study.

2. After getting the data from Language Development Unit the writer interviewed the English students to find out how they are preparing for the TOEFL as well as their reasons for their difficulties toward TOEFL. Through this interview the writer can know data about the difficulties faced by the student in more actual and valid. The writer used unstructured interview which is free interview where researcher do not use interview guidelines that have been arranged in a systematic and complete for data collection. The purpose of this type of interview is to find the problem more openly and the interviewee is asked for his opinion. Unstructured interviews are more flexible because questions can be adapted and changed depending on the respondent's answer, also this interviews produce qualitative data through the use of open-ended questions. This allows respondents to speak in depth, choose their own words. This helps the writer develop a real understanding of one's understanding of a situation. In conducting the interview, the researcher needs to listen carefully and record what the informant has to say.

F. Data Analysis Procedure

In this research, the writer applied analysis data. According to Given (2008:186), data analysis is an integral part of qualitative research and constitutes an essential stepping stone toward both gathering data and linking one's findings with higher order concepts.

According to Levine (1985), Wolfe (1992), & Huberman and Miles (1994) in Berg (2001:35), all argue that data management and data analysis are integrally related. In other words, after data management, data analysis consists of data reduction, data display, and conclusions and verification.

Based on the statement above, the writer conducted data analysis into four phases. The four phases of analysis data are as follows:

1. Data collection, the writer collected the data gotten in the field and then made a collection of the data that can be understood and analyzed related to the topic of study.
2. Data reduction, the writer selected and then chooses data that relevant to the study and only focused on the data that direct to solve the problems of study.
3. Data display, by displaying data to understand what was happening and to do something further analysis or caution on that understanding.
4. Data conclusion, after the data had been collected, reduced, displayed, and analytic conclusions conducted to emerge and to define the data more clearly and definitely.

According on the statement above, the writer could conclude that after the data was analyzed based on how many times the respondent failed in their TOEFL score and then the writer looked for the data about language elements answered incorrectly also their preparation and reasons to the TOEFL difficulties.

G. Data Endorsment

According to Lexy (2011, p. 127) the data endorsment is used to make the data be accurate in order to make clear the data getting in a research. Data endorsement in this research is using validity and reliability. The main criterion for research data is valid, reliable and objective. The validity of data is data that occurs on the object of research with the power that can be reported by researchers. Reliability is a reality that is multiple, dynamic or ever-changing so that nothing is consistent and repeatable as before. The Validity test of data in this study includes test credibility, transferability, dependability and conformability (Donald Ary, 2010, p. 498).

a. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context. The writer has an obligation to represent the realities of the research participants as accurately as possible and must provide assurances in the report that this obligation was met.

The term credibility in qualitative research is analogous to internal validity in quantitative research. (Donald Ary, 2010, p. 498)

In this research, order that the data can be believed and fulfill the truth by information source from information of the study. To effort in order that the truth of result of the study believed, it is supported by some ways, like:

1. The existence of participant

The writer really knows the condition of where the study was done, make a good relationship with the staff and English students, recognizes culture of environment of IAIN Palangka Raya and check the truth information that was gotten.

2. Do observation diligently

To get a specific information, the writer does observation carefully and specifically, in order to make the data getting accurately.

3. Triangulation

According to Greene et al. (1989:259) triangulation is seeking convergence and corroboration of results from different methods and designs studying the same phenomenon. Triangulation object is checking truth of data by explaining data needed, namely by documentation and interview.

4. Member check

Member check is by asking the data that the writer get so far to the tenth respondents, consist of English senior students in nine and eleven semester of English study program at IAIN Palangka Raya as the subject of the study about the data have been collected.

b. Transferability

Donald Ary (2010: 501) states transferability will the degree to which the findings of a qualitative study could be applied or generalized to other contexts or to other groups. It will use to make the finding of research could be applied; the writer reports the result of the study as detail, reliable and clear.

Transferability related to question namely, how far the result of the study can be applied in orther context. It means, the writer given details description about the result of the study that has done, that is the result hoped have the benefit for the study in the next time.

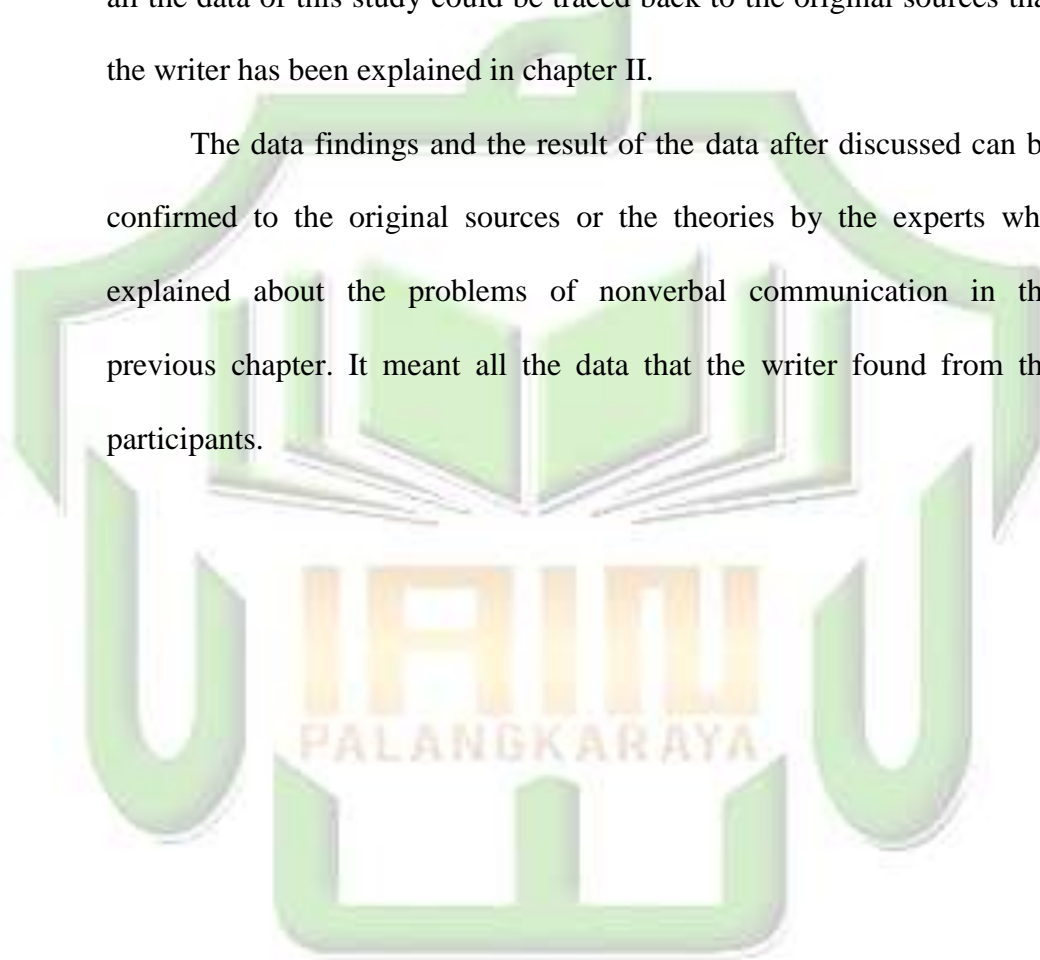
c. Dependability

Dependability based on nonqualitative term called realibility. Dependability refers to making sure the process of analysis was explicit, traceable and the same for all steps (Donald Ary, 2010, p. 501). The writer did the process of analysis of this study explicitly, traceable and same steps from collecting, reducing, displaying and verification the data. So, it gives to others the information as clear as possible from this study.

d. Confirmability

Confirmability means that all interpretation and outcomes of analyses can be traced back to the original sources (Donald Ary, 2010, p. 501). The writer convinces the readers that the interpretation and analyses all the data of this study could be traced back to the original sources that the writer has been explained in chapter II.

The data findings and the result of the data after discussed can be confirmed to the original sources or the theories by the experts who explained about the problems of nonverbal communication in the previous chapter. It meant all the data that the writer found from the participants.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data which had been collected from the researcher in the field of study which consists of data presentation, research findings and discussion.

A. Data Presentation

This research documentation was conducted on 04th July and 26th July and by using documentation the writer found if many English students have not passed the TOEFL and English students must follows TOEFL five times above to passed the TOEFL. The TOEFL scores were taken from Language Development Unit in IAIN Palangka Raya as follows.

Table 4.1 The purposive sampling TOEFL scoring

No	Name	SRN	TOEFL Scoring								
			Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9
1	DB	1301120857	323	377	377	383	383	367	360	353	360
2	HW	1301120879	327	370	390	390	377	397	403		
3	AS	1401120982	383	340	357	350	357				
4	ML	1401120993	370	390	350	367	357	363	373		
5	MT	1401120964	377	373	360	340	303	343	377		
6	NR	1401120995	393	390	373	357	367	340			
7	NH	1401120988	333	367	323	333	340	420			
8	NL	1401120940	353	350	387	363	380	363			
9	TR	1401120946	360	330	372	340	320	377	370		
10	YR	1401120991	340	367	307	320	350	400			

The table illustrates the TOEFL scores of 10 (ten) participants who took five to nine times of the test in the period year of 2016, 2017, and 2018. At first the writer wanted to use sample of English students from 2014 generation above, but because it is constrained the existing data and the complete data was only for English students in academic years 2014 and 2013, the writer finally decided to choose the English students in academic years 2014 and 2013 as the respondents. The results of the purposive sample show those English students who have not passed the TOEFL five times and more also always get score below 400 there are 10 people, two from the 2013 class and eight from the 2014.

There are ten participants who the writer took based on purposive sample they were DB and HW from academic year 2013 also AS, ML, MT, NR, NH, NL, TR and YR from academic year 2014. DB who follows TOEFL until nine times has scored always bellow 400, the highest score DB got were 383 in fourth and fifth of the test also the lowest score were in first time follow the TOEFL. For HW who follows TOEFL for seventh times in the last of TOEFL score DB got 403 were the highest score she got also for the lowest score HW got 327 for the first times follow the test.

Next for participants in academic year 2014, AS who took the least test there were five times. Unlike HW and DB who got the lowest score when first time of the test, the highest score AS got were when first time follows TOEFL the score is 383 and the lowest score participant got is 340 when the second times follows the test. Same with AS, NR also got the highest score is when

the first time follows the test the score is 393 and NA score always decreases every time you follow the TOEFL the table shows the lowest score she got is 340 for sixth times of the test. MT also has the same problem for the first time the participant follows the TOEFL she got the highest score there were 377 and the score always decreases by the time MT follows the test until got the 303 is the lowest score she got for the fifth time try in the test, but in the last time follow the test she got 377 TOEFL score again.

In the other hand, the rest of participants like ML and TR who seventh times follow the test has unstable score sometimes high and low. ML has the highest score is when the second of the test she got 390 and for the lowest score she got when it is the third times ML follows the TOEFL the score is 350. Also TR who got the lowest score is when the fifth times test the score is 320 and the highest score is 377 when sixth times follow the test. Otherwise, NH, NL, and YR who sixth times follow TOEFL, the three of the participant has the similarities there were has the lowest score first then got the highest score. NH and YR got the lowest score when the third of the test NH got 323 while YR got 307 and the highest score both of the participants got is when the last time follows the test NH got 420 meanwhile YR got 400. Last for NL got the lowest score is 323 when the second times follow TOEFL and the highest score is 387 exactly after got the lowest score the participant got the highest score in third times of the test.

The researcher took a view that there were six participants who got the lowest score first then after that the participants got the highest score. Most of participant got the lowest score is in the beginning of their try in TOEFL or in the three times participants follows the test. In the other hand four of participants got the high score in their first times follow the TOEFL and get the lowest just right after got the highest score for example the AS and ML, the lowest score got the lowest score in the last time they took the test, otherwise MT and NR got the lowest score when two of them took the last times follow the test.

By using unstructured interview that conducted on 14th July until 22th July 2018 the writer knew which skills are most answered incorrectly in the TOEFL also found how English students prepare themselves and the students' reasons toward their difficulties in faced the TOEFL. Interviews were carried out using purposive techniques 10 key informants' conducted. The writer collected ten people who had difficulty faced the TOEFL who were interviewed intensively by name using initials, namely DB, HW, AS, ML, MT, NR, NH, NL, TR, and YR.

Table 4.2 The tabulation of interview result

Name	Age	Learning Time Spend	Passions	Preparation	Method	Difficulties Skill and the Factor Difficulties	Students answered when faced the difficulties
ML	21	10 years	High	The preparation one night before the test.	Usually self-study also never learns or read	Have difficulties in Structure and Written Expressions.	Just guess the answer and also looking for strange word.

					Longman and Barron book.	The factor is because lacking in learning or preparation.	
TR	22	16 years	Medium	Usually study three days before the test, study the collection of questions from TOEFL training.	Always self-study, study from Barron and Longman book, but most of the time used to be Longman.	The most difficulties skills are Structure and Written Expressions. Because confused in grammar and tenses.	Just use feeling which is right in her opinion so she choose that answer.
NR	21	11 years	Medium	Usually study one day before the test.	Read Longman book and never read the Barron book. Always self-studying.	Have difficulties in Listening skills lacked pronunciations. The factor is Also less in the lack of vocabulary also the pronoun.	Looking for similar word from what she hear and use instinct.
AS	22	10 years	Medium	Study one day before the test.	Never try group study always self-studying. Also never read and learn Longman and Barron book.	Most difficult is Structure and Written Expression also Reading Skill. The factors are because less learning and also lack of preparation.	Just cross it when listening and reading, while in the structure answer carefully.
YR	20	10 years	Low	Has never studied before the TOEFL second training and after second training she study one day before the test.	Read and learn about Longman book never tries Barron book and always self-studying.	The most difficulties skill in TOEFL is Structure and Written Expression. The factor is because lack learning and preparation.	Just gave up, and just answer with the feeling.

MT	22	16 years	Medium	Usually study and read the day before the test.	Has learned from the application Genius TOEFL. Never read any book about TOEFL and always self-studying.	Has difficulties in Listening and Structure and Written Expressions skills, because of lack of vocab, grammar and can't understand the native speaker.	Usually try remembering the answers from what she learned.
NH	22	16 years	Medium	Read and study about the set of questions the preparation is two weeks before the test.	Read grammar books, but Longman and Barron books have never been studied. Also ever did group study but mostly study by her-self.	Confused about the structure and listening skills. But more Structure and Written Expression especially in the part of written expression or part B because lack of grammar.	Read the question and what she think is strange and there is no connection with other words.
NL	22	13 years	Medium	Rarely studied, but after the second training always study usually three days until a week before the test	Read only Longman book and from internet also asked friends who understood better.	Listening and Structure and Written Expression skills are the difficulties one the factor because poor English mastery.	Looking for similar word from her heard. For Structure and Written Expression look for strange words.
DB	23	14 years	High	The preparation is one day before the test its only two hours until three hours.	Usually study group and read the Longman book only.	Has a difficulty in Structure and Written Expression Skill. The factors are lack of tenses and grammar.	Just use instinct if she thinks it's weird and not match is the same as the other words, that's the answered.

HW	24	11 years	High	Prepare two or three days before the test.	Read Longman, Barron and grammar book. Ask friend and group studying, listen the podcast and also learn from application and internet.	Has a difficulty in Structure and Written Expression Skill. The factors are lack of tenses and grammar.	Just use feeling and instinct also do the difficulties part first.
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The table illustrate the data of ten participants which cover their age, the long time spent learning English, learning passions, the preparation before faced the test, the method of the preparation or the way of participant learn TOEFL, the difficulties and factor participants faced in TOEFL, and how participant answered when faced the difficulties. Looking at the age of EFL they are all above 20 years old and the age of L2 learning all 7 out of 10 were learn English ten years above some even learn for 16 years. The participant has various levels like low, medium and high of passions. Also the day of their preparation was mostly one day before the test. Some of the participants also have various method of study to face the TOEFL. Most of the participant has difficulties in Structure and Written Expressions skill with different factor but they all has same way to answers the question if find difficulties the participant will answers with instinct and feeling.

Interviews with the respondents with initials ML and TR were carried out on Saturday, July 14, 2018 in difference place and time. For respondent ML

she twenty one years old has been learn English for ten years, she more familiar with English when in senior high school because when in junior she just learn the basic and when in elementary school there were nothing English subject. She started like English when in third grade of senior high school because of the way her teacher teach and make the atmosphere of class more living so she started interesting in English. Therefore, she enters English majoring because she wants to know and learn more about English.

While respondent TR she is twenty two years old, she have studied English since in elementary school until now. She do not really like English but she likes listening to other people speak in English also the reason she enter English majoring is because her parents. Actually she want to take science majoring but she has little wish to be able speak English smoothly.

The respondent initials NA carried out on Monday, July 16, 2018. NA was born in 1997 so now she is twenty one years old. When in elementary there was nothing English subject but she has family who taught her about English since kid. She really known English when in senior high school and started like English since then but she like Indonesian subject most than English. She also ever make study group to make she more easier learn English. She want to take English majoring because of her teacher was so fashionable and the way she teaching was really fun also understandable.

The interview with the subject initials AS held on Tuesday, July 17, 2018 in her home. She knows and learns English since junior high school until now

in total ten years. The method of her teacher teach when she was in senior high school make she interesting in English. When she was in collage she ever studied English in Eduprana, which is like place students can private learn about English outside school. The reason she take English majoring is because her parents directed, at first she want to take biology, economy or law majoring but her parents did not allow her so she choose English majoring according to her parents direction.

The interview with respondent initials YR held on Thursday, July 19, 2018 at 10.00 PM in her boarding house with the many of her friends so she little shy when being interviewed. She was born in 1998, so now she is twenty years old. She has been study English since junior high school also she do not like English and never learn English besides in school. English is her last choice because there is nothing math majoring in the campus and she just acceptance in English majoring. Literally, she has not passion in English and not really fascinated learn about English.

The respondents' initials MT and NH carried out on Friday, July 20, 2018 in difference place and time. Interview with initials NH done in her boarding house at 01.00 PM. She was twenty two years old and learns English for sixteen years old from elementary until now. She likes English and wants to learn more about it because of her teacher in high school was alumnus from IAIN Palangka Raya also the way she teaches was easy to understand. However, English is not her first choice because she wants to take Islamic law at first but I must take this majoring.

MT was born in March 1996, she is twenty two years old she also learn English for sixteen years from elementary school. She likes English even she ever English private in Eduprana and private lessons with English teacher she want to learn more about English. But, her dream is to be kindergarten teacher that way English is not her first majoring choice.

The interviews with the respondent initials DB and NL carried out on Saturday, July 21, 2018 also in difference time and place. DB was English students from academic years 2013 she is twenty three years old, she studied English since in fourth grade elementary school until now in total she have been studied English for fourteen years. She want to take English majoring because she really like English since elementary but time goes by she feel English more complicated and she not really interesting but she still like speaking in English, listen to people speak however about English grammar, structure and kind of she don't like it.

About the respondent initial NL was from English student academic years 2014, she was twenty two years old. Same with DB, NL learn English since fourth grade in elementary. NL also like English and take this majoring because in her old school she from language majoring and she avoid math because she really hates counting.

While with the subject initials HW held on Sunday, 22 July, 2018. She was twenty four years old, she really like English because of her teacher when in her last senior high school. When in Mahad al- Jamiah she always speaks

English with her around especially her friends. But when she out from that place she started talk mix and sometimes not anymore so her ability was decrease. Also the reason she take English majoring is because she inspired from her old English teacher who she is alumnus from IAIN Palangka Raya.

The interviews were carried out in the subject homes because they feel more comfortable when conducting interviews in their homes with time as they are requested. From that background questions in interview the writer take view that most of them just medium passions in English so they have no encouragement to learn and study more about English. Also almost all of them inspired by their English teacher in senior high school and there are no English subjects in their elementary school.

Some of the English students such as YR, NR, TR, US, MT, NH, and NL just have little passions in English even their the reason entered the English majoring was because of their parents, there were nothing majors they wanted or even avoid math because they hate counting. But there are also some of them like DB, HW and ML who really want to enter the English department from the beginning because of their passions and want to learn more about English. The most of them was started known English since they were in junior high school because their elementary school has not had English subjects.

Only some of the respondents followed informal learning or group study, they were DB who ever private in BEC also AS and MT who ever English

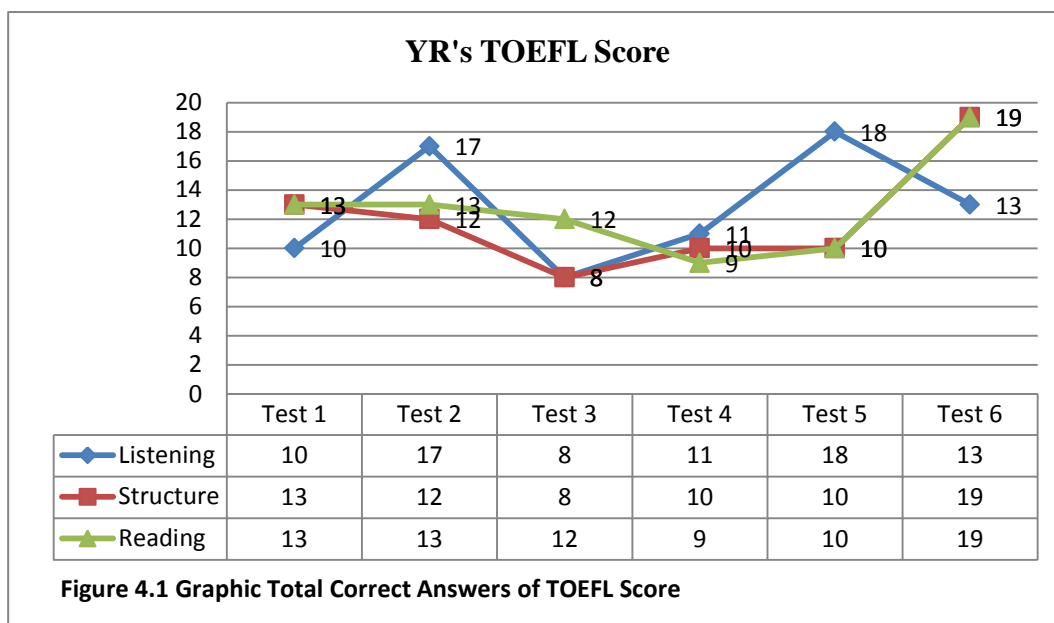
private in EDUPRANA, and the rest of them were just make study group or never learns in other place except school. Most of respondents have a little interested in English because their interested to respondents teachers in their old senior high school. The reason of their interested is because the respondents feel that English is really interesting and the respondents want to know more about English.

B. Research Findings

1. The skills most answered incorrectly in the TOEFL by English students

This section answered the first question about what skills are most answered incorrectly in the TOEFL by English department students. From the results of the data documentation showed that many English students answered incorrectly in TOEFL is in Structure and Written Expression. From ten respondents there were seven respondents who answered wrongly most in Structure and Written Expression like DB, HW, NL, MT, ML, TR, and YR.

From the data documentation YR has most answer incorrectly in Structure and Written Expression. Graphic can be seen as below.

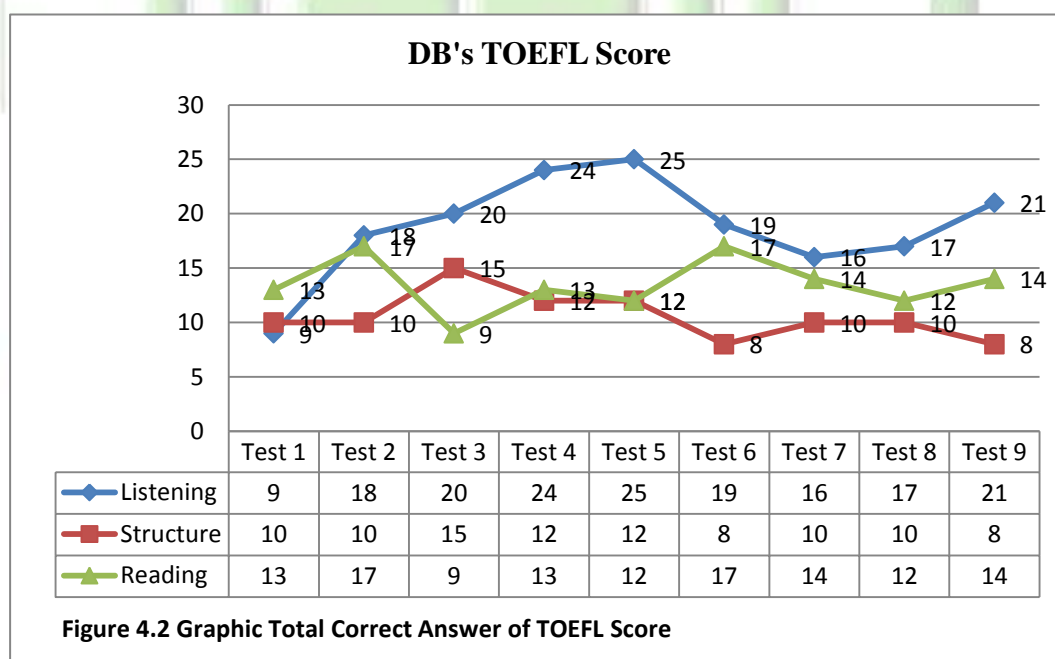


This graphic shows the total of questions answered correctly for 6 times YR participated in the TOEFL, respondent got the highest score in listening skill however respondent got the lowest total score in Structure and Written Expression compared to the others skill. There are 40 questions in Structure and Written Expression but the respondent can only answer 19 questions correctly in the last of the test, and got only 8 questions correctly in test 3 same with score in listening skill. In test 5 and 6 that score got after follow the second training.

From the interview results English students sometimes cannot find where is the wrong words or incorrectly word because the respondents confused with grammar YR said that *“in part B of written expression. I think every single words and sentences is already true so I’m confuse which words is wrong but I’m really bad in grammar also I’m not careful if there a questions about nouns I can’t distinguish the person form and the thing.”*

Based on interview same like YR, DB also feel Structure and Written Expression is the difficulties one “*Structure, especially in part B when sometimes I found the new and strange words then I don’t know what does mean I’m confuse and also if there a question about tenses like perfect tense I really didn’t get it most difficult is parallel structure oh my god I’m really struggle in there. Because listening and reading we can just look for the answer in the matter, but I’m blind at grammar from the beginning, that how’s it going.*”

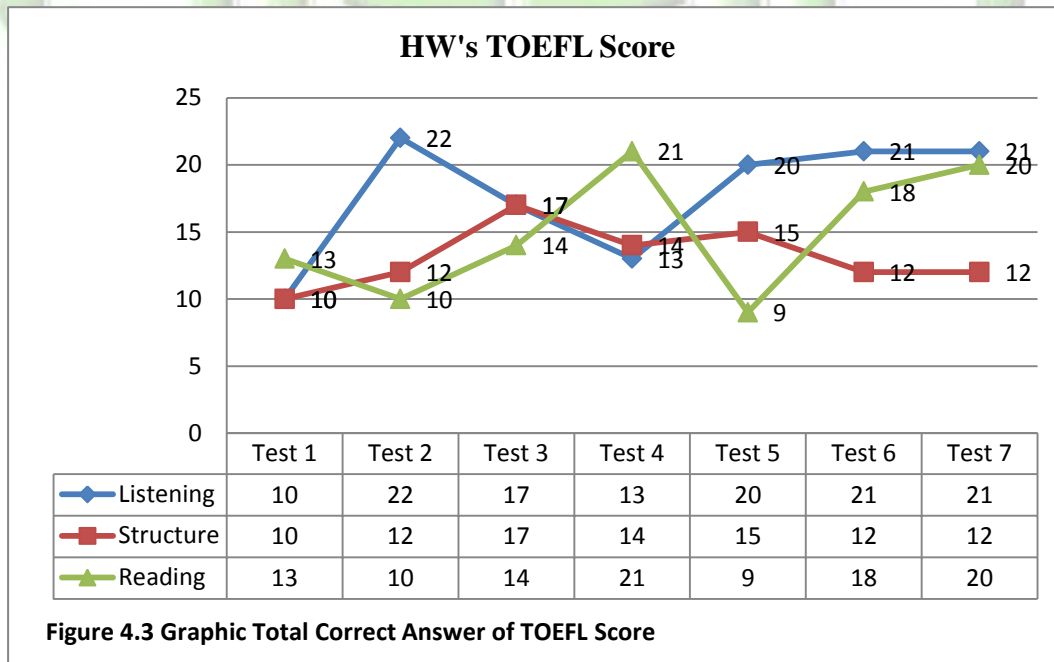
That statement correlated with the data from documentation in the graphic below can be seen which skill is most answered correctly and incorrectly by DB in the test.



From data documentation also can be seen that from nine times DB follow the test the lowest score of correctly answers respondent got is in Structure and Written Expression. In others skill DB can get 25 correct

answers in listening skill when in test 5, but in Structure and Written Expressions respondent got low correctly answers like in 6 and 9 test the respondent just got 8 correct answers from 40 total questions.

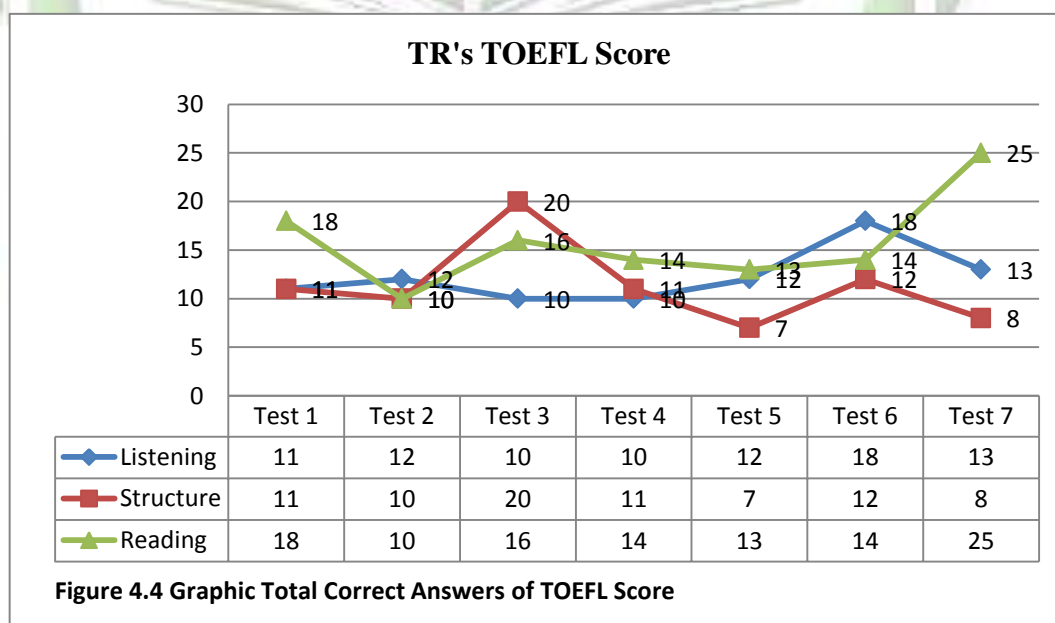
HW also said in interview that the most difficulties section in the TOEFL is Structure and Written Expression. From interview HW said that *“Structure and Written Expression is the most difficulties skill. Because the structure TOEFL in my opinion is very different from what we learned in the class when in TOEFL it was the hardest part B especially, which is part of looking was wrong because sometimes I could be fooled, I was more confuse in tenses like future tense or future continents tense and others.”* And that related with data from documentation can see below.



The graphic shows that HW got the most skill answers correctly is listening and reading skill because out of 50 question at least the

respondents can answers correctly more than 20 like when in test 2, 5, 6 and 7 for listening skill and in test 4 and 7 for reading skill but respondent got the lowest score correctly in Structure and Written Expression the respondent never got total correct score 20 above out of 40 question there were got 17 correct answers. So the skill most answered incorrectly by respondent is Structure and Written Expressions.

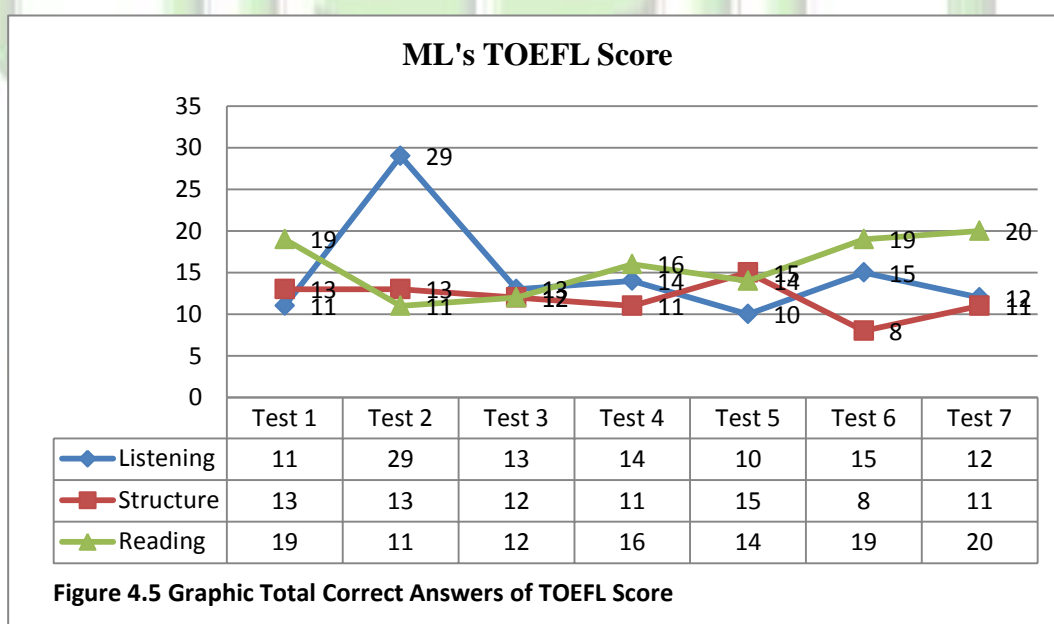
Same with TR in interview said that the most difficulties skill is *“Structure and Written Expressions I think, because I'm still confused and don't know about pronouns, the grammar in structure and written expression skills is hard to say in my opinion, especially in part B it's really hard for example is there any questions about the uses of the verb I can't figure it out the answer.”* The data documentation can see as below.



Beside graphic above can see from seven times TR follow TOEFL the highest correctly score is reading skill with 25 correct score of 50

questions in the last test, compared to the lowest score answered correctly like Structured and Written Expression with only 8 correct answers out of 40 questions. Indeed, in the fifth test the respondent only can answers 7 correct questions.

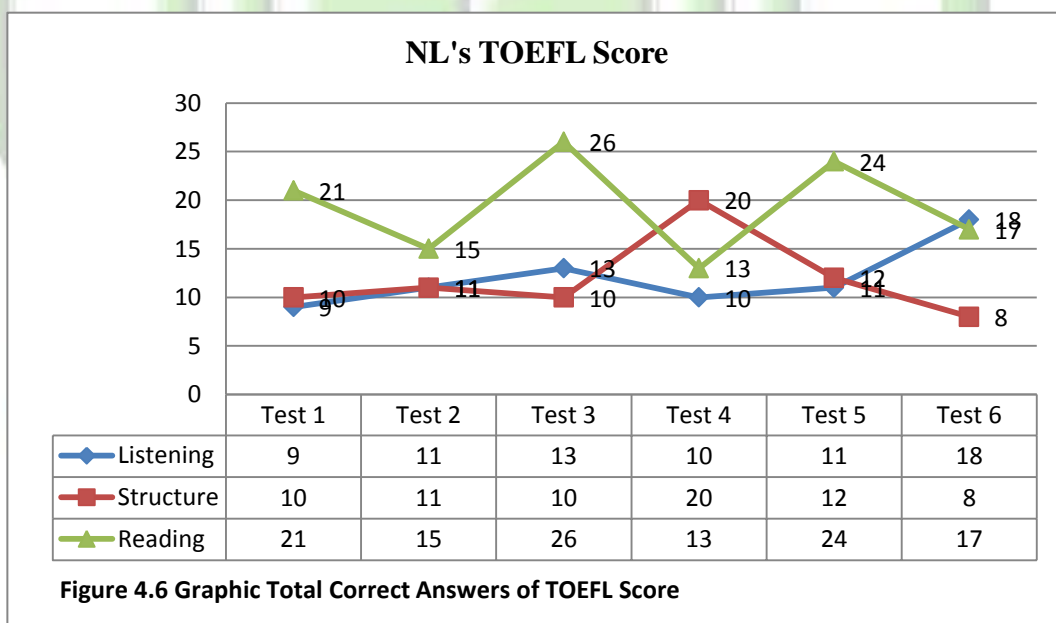
From interview ML said that the most difficulties skill is “*I think structure and written expression and listening are the difficult one. Maybe because I'm a lack of vocabulary and if there are similar sounds I can't distinguish it also I really bad in grammar, I don't know what to answer because there are words that I don't understand the meaning.*” That related with the data as below shows that the skill most answered incorrectly is Structure and Written Expressions.



According to the graphic the most skill most answers incorrectly is Structure and Written Expressions because the red line shows that the total correct answers decreases with the lowest total score is 8 correct answers

out of 40 questions in 6 test and the most skill answered correctly is reading skill. For listening in seconds the test respondent can answer correctly 29 questions out of 50 questions and that is the highest score correct answer respondent get.

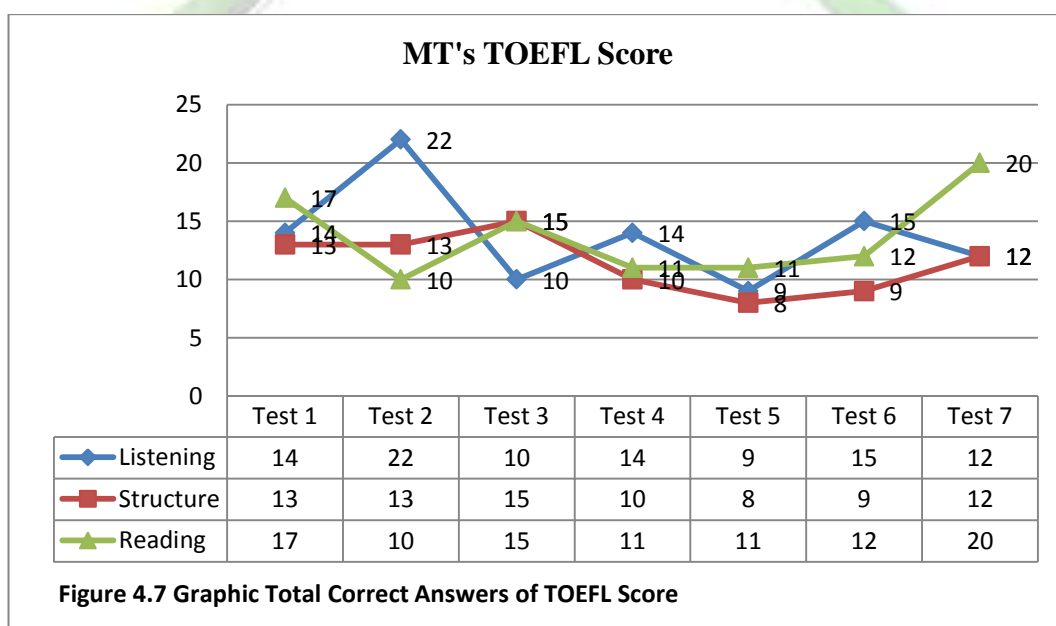
Same with others NL also said the most difficulties skill is “*Skill two of course, especially part B which written expression really difficult to me. Sometimes if there tenses in questions I really don’t understand, every question is already true in my opinion.*” Based on the interview the respondent declared that feel difficulties in Structure and Written Expressions skill it is related with data documentation as seen below.



The graphic shows as long as six times follow TOEFL the most skills that are answered correctly is reading skill that can be seen from the test 1, 3, and 5 test got 20 above correct scores out of 50 questions while the other two skills always got 20 correct scores below but the most answered incorrectly by the respondent is Structure and Written

Expression skill. In addition, the last test respondents got only 8 questions answers correctly from 40 questions.

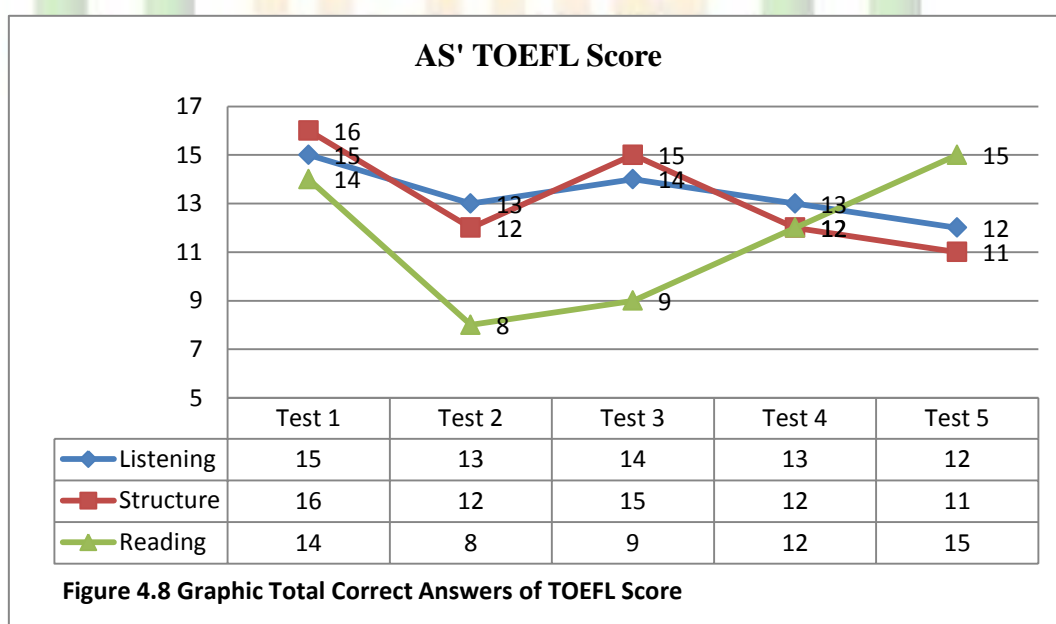
MT and TR also same with the other respondents above, in the interview MT said *“I find it difficult to find which grammar is wrong for the structure skill also at the listening I didn't get the meaning of native speakers to be able find the correct answer and also in reading the text is too long so it's sleepy and too sleepy so don't concentrate.”* That also relate with the data from documentation shows as can see below.



Based on graphic can be seen that the most answered incorrectly is Structure and Written Expression because the other skills MT ever got 20 above correct answers and only in Structure and Written Expression skill got the lowest correct answers with 8 and 9 question are can respondents answer correctly in 5 and 6 times follow the TOEFL.

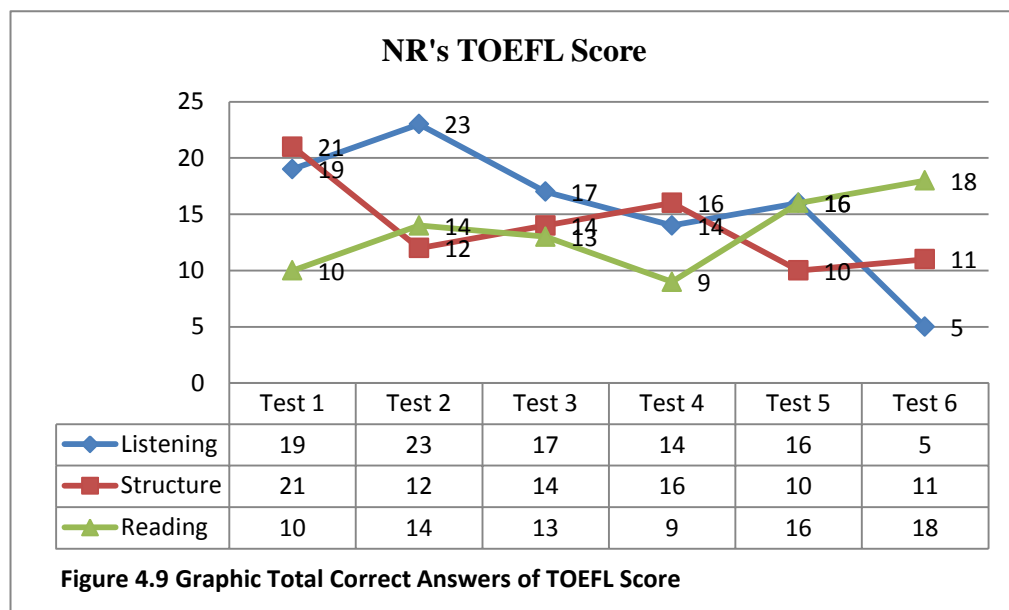
From interview DB, HW, YR, TR, ML, NL and MT feel difficulties in Structure and Written Expressions especially part B which they have same problem in tenses and lack in grammar from beginning. It proves with the respondents score in the TOEFL are got lowest score in second sections which is Structure and Written Expressions. Also from the graphic shows that most of the respondent after got the highest score the next test the respondents will got low score and so on.

Different from previous respondent, according to data documentation AS and NR are the respondents who most answered incorrectly in reading. Even though, many respondents said that reading is easiest one, like AS said, *"I think in reading there is no problem but if the structure with listening is different and really difficult"*. None of my respondents said that reading is their difficulties but the fact from data documentation there were two people have reading as the most skill answered incorrectly by AS and NL, as can be seen below.



Based the graphic, the most skill answered incorrectly is reading even in second and third of the test only answer 8 and 9 correct answers out of 40 question and the high is in listening skill it shows from the graphic that listening and structure never got below 10 correct answers. Even though AS in the interview said that *“part B in written expression is the difficulties, I think I’m not careful if there a questions about nouns I can’t distinguish the person form and the thing. But I’m confused in my result score I get the low score in reading I don’t know why but maybe because I am not careful because in my opinion reading is so easy.”* From this statement AS underestimate reading skill think that is the easiest one and not careful in answer that skill.

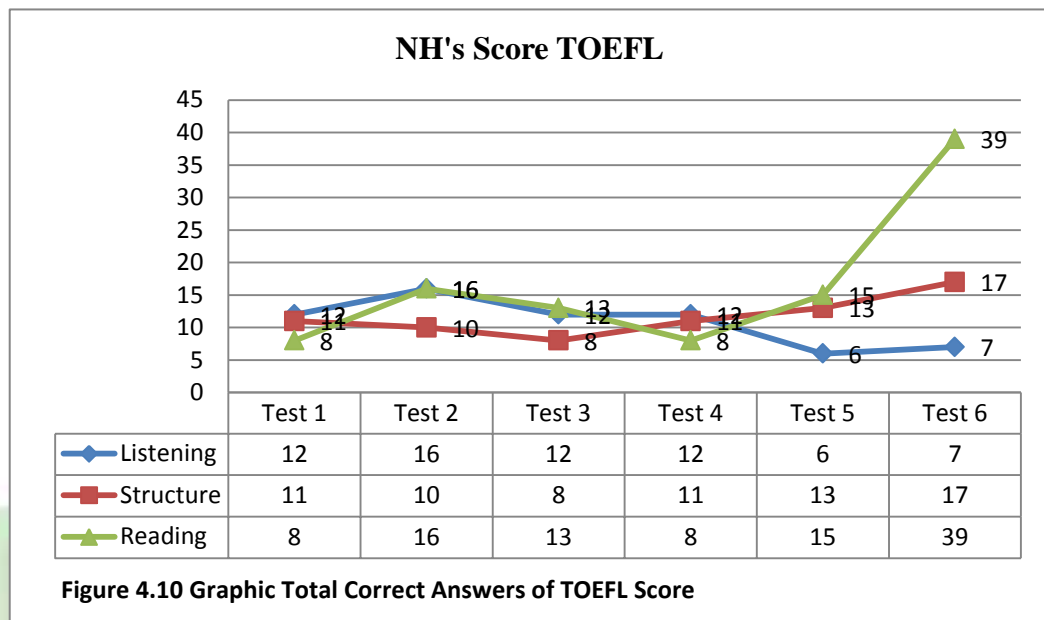
Same like AS if NR also the respondent with reading as the most is answered incorrectly but the difference is in interview AS said if Structure and Written Expression skill is the difficulties one if NR said that *“Listening is the difficulties. Because I think I’m misunderstanding when a native speaker has a conversation. So I think I lacked pronunciations that it’s the way I kept wrong in the TOEFL answer. But in my result score I have low score in reading skill maybe because I underestimate the skill and feel easy on that skill that’s why when I was answer it I found have no difficulties but in fact I’m not careful.”* In fact the data from documentation can be seen as below.



From those graphic the skill are most answered incorrectly is Reading skill even in fourth test got 9 answers correctly out of 50 questions and never got 20 above correct answers unlike listening and reading that the respondent ever got 23 correct answer in second test in listening skill even in the last test got just 5 correct answers but the graphic shows in listening the respondent has decrease score.

While the last is NH, according to interview the respondent said that *“I am confused about the structure and listening sometimes the voice of native speaker is not clear and sometimes if there is a similar sound it can be deceiving. But more Structure and Written Expression especially in part B because in my opinion the words are all really make me confused maybe because I’m lack of grammar.. In fact, in my result score I get low score in listening because I’m stuck with my difficulties in listening skill it is difficult when you must look for the answers when you didn’t get the meaning.”*

However in data documentation the respondent have the most skill were answered incorrectly is in listening skill. That can be seen below.



In the graphic shows that Listening skill is the most skill answered incorrectly, in fifth and sixth test the respondent correct 6 and 7 question out of 50 questions that mean NH do not really understand in listening skill and struggle in this skill also the score in listening have decrease. But when in reading skill the respondent can got the high correct answers like in the last test the respondent can got 39 correct score that's really significant increase.

Based on ten respondent and all graphic above, there are seven respondents who answer incorrectly in Structure and Written Expression skill from the data documentation and that were related with the interview that Structure and Written Expression skill is the most difficulties. Also for AS, and NH felt difficult in Structure and Written Expression skill but the

fact in the data AS were most answered incorrectly in Reading skill, while NH were most answered incorrectly in Listening skill. Last NL felt difficult in Listening skill but in the data skill were most answered incorrectly is Structure and Written Expression.

2. English department students prepare themselves for TOEFL

Before English students allow following the TOEFL there were few conditions that must be carried out, based on the writer experience in five semesters every English student must take the TOEFL course, after that in 6 semester English students must take first training with instructor in sixteen meetings and it is free but in one class there were 24 until 27 students. Last if next year English students follow the test and still not passed students must take the second training which is students must pay 400 thousand for one week training. But in fact there are a lot of English students still strange and does not know about TOEFL also the strategy even the TOEFL skills.

After all those training particularly in second training eight of respondents they were HW, DB, TR, YR, NL, MT, and NR declare that second training really help the respondents. HW said that *“yes, there were really helpful actually, especially after the training we can more improve and learn harder, it will be very useful. I feel it's just a shortage because the training is limited and only 5 days and the time is relay so how can we sharpen our lack in TOEFL skills. I think that the test*

recently was conducted by the study program was very good if it continued and improved again, if it starts from it, it seems that English students will not feel strange to TOEFL anymore.

Some like HW, TR also said that *“there is a little difference, what I remember about what and how answer the strategy in the TOEFL is a different sentence than we hear for listening. In TOEFL I really have difficulties in listening and structure skills.”* Based on the interview many of respondents said that second training really help students to more improve the skills YR in interview declare *“Yeah there is difference. Because before the TOEFL second training I did not understand at all about TOEFL material so I did not learn at all because I was confused about what to learn before the exam but after the second training I began to study the collection of questions I got and the Longman book also I learn new strategy to help me faced the test.”* Because the TOEFL second training many students got better score and more understand and comprehend about what and how faced TOEFL.

In other hand, there are some students who feel that second training doesn't help anything ML said *“I think there is nothing different to me because I still get the same score, maybe because I also lack learning and studying.”* It can prove with the data that the ML score in TOEFL there were nothing significance difference after or before the training. Same like ML, the respondent NH declare that *“I don't think I have changed. Only I was a little helped because the question when the pre-test and*

post-test was really good and helped me to be a little understanding but did not know how it would be after the test because after this training there was no follow-up yet.” After the second TOEFL training, NH still did not take the test so she did not know how it affected to TOEFL score, but in individuals she felt that there was no significant change in the TOEFL skill or strategy.

Whereas in the interview the AS said that in the second training he was only helped because of Longman book, before the training AS did not know about the Longman book but when learning in the TOEFL second training with the instructor there was no change, *“There is a very little difference, because when I was in second training they given a book, in the book we learned a number of skills, for example in listening there were a number of skills that we had to understand. So I was quite helped when reading the book but I think the instructor was less helpful. So how do we learn and understanding the book just goes back to each of us. During the second training, I was also not satisfied with the instructor. The instructor should give more understanding, explanation, and provide strategy that can facilitate us in carrying out the TOEFL test. So I hope the instructor in the second training is more experienced so we more understand and helped in the test.”*

All of students in interview agreed that preparation before the test is really important, AS said that *“I think preparation is important, because the language in TOEFL is not familiar language that we often*

meet and learn in the classroom neither daily life, the languages are really difficult so if we don't learn at all it will be difficult to do it even though we are in English it will be difficult to get maximum score if not study." Not just AS, the rest of respondent also said that preparation before test is really matter but in fact if the respondents want to face the TOEFL the students preparation usually a day before the test and the longest the respondents study were a week before and usually a day before the test.

ML, YR, AS, NR, DB, also MT is respondents who usually prepare one day before the exam. Actually respondents know that lack of preparation can be affection for the TOEFL score but seems students not make that issue. YR in interview said *"I study one day before the test. But I applied it after the second TOEFL training because before that I didn't understand at all about the TOEFL and the skills so I didn't learn."*

There are many methods and various type that English students prepare before faced TOEFL, like make a group study to make students more easier to sharing and learn together about the test also gone to library for look for many resources and looking and learn collection questions about TOEFL. Among the respondents HW is the one who really has good preparation, in interview said that *"I usually listen to podcasts more often before going to bed and also when structuring them I usually learn to ask for help with seniors who are more understanding and more able. I really feel a little weak in the structure because the*

structure in the TOEFL and when I study in class it feels different to me. If reading has never had a problem, I feel fine from the start.” In addition, respondent also *“I read the Longman then Barron book, I also read and learn then the application of genius TOEFL on my cellphone, actually I have tried various methods and read various books but maybe because the factor is less focused or less fortunate I also don't know. Then now we test using a computer and sometimes the time on the computer with the clock we are different so the time is up and I don't answer 10-15 questions because the trigger is off so it's just scribbled rather than filled.”*

In other hand there were also respondent who has minim preparation like AS said *“I think I have been not effective studying all this time the fact I still got low score. Because I've just short learning and read just little, then starts to get bored and I study one day before the TOEFL exam.”* Many students agree the preparation is important but many students to lazy to prepare with seriously. The respondent shows that they just study and prepare them self with the minimum time and do not pressure their self-harder to study and learn more about TOEFL.

The respondents really have many ways and method to prepare themselves to face the test but most of them were study one night before the test and underestimate the skill that they think is easy even tough in fact the got low score in the skill that the respondents is the easiest one. Most respondents also prepare themselves with TOEFL collection

question from TOEFL course, first training or second training. The respondents usually also learn from Longman book but rarely learn from Barron book or listening the podcast. Most of them were more comfort self-studying than group studying.

3. The students' reasons toward their difficulties in the TOEFL

There are many factors and reasons toward English students' difficulties in the TOEFL by using interview the writer can take view that there were many reasons toward their difficulties. First reasons is poor English mastery on which skills students have difficulties like if in Structure and Written Expression they were like lack in grammar such as pronouns, the uses of verb, nouns, subject-verb agreement, the using of article, tenses or parallel structure and others. Another students said that in Listening skill were in part C really difficult because respondent still unfamiliar with the words. The second factor is because there is lack of preparation or underestimate attitude after got highest score.

In interview ML said *"Maybe it's because I'm lacking in learning, I should read a lot of other books like Barron and also deepen my understanding of the problem and I should spend more time like a week before the test so I can prepare myself for sure So for the next TOEFL I will try to study hard and learn a lot from Longman and Barron Book and ask my friend or study group for sharing about TOEFL."* In this case respondent said that the factor were because lack of preparation. In

addition TR adds that *“There is a problem but from the beginning I was difficult and had a hard time in grammar especially pronouns and sometimes I forgot to try to learn but still confused. Especially if the lazy student seems to know that we are less able and less understanding, we should be more active in reading books and learning, but already, lack of everything plus laziness and seeing friends like relaxing and me to join and try to relax. There is also a friend's factor, for example, we have friends who like to take learning groups together, and automatically we can also be encouraged to be able to.”* That declared that the most of them was underestimate the test in fact they know well how important preparation affect their score.

In fact if the respondent had difficulties and do not know the answer because didn't understand also didn't get the meaning all of the respondents will answer the TOEFL with their own feeling or instinct. If the respondents who felt had difficulties in listening based on interview NL said that *“So I read and interpreted the multiple choices that were in the TOEFL problem then when I heard the text and the problem was that if there was an almost similar and connected in multiple choices that were what I answered.”* In the other hand difference with listening if the respondents had difficulties in structure and written expression according to interview with NH said that *“I read the question and what I think is strange and there is no connection with other words that I answer most of*

the time I just randomly answer because it's so confused. So I usually do in reading skill first and more focus on reading”.

For internal factor difficulties most of respondent said that students hoped lecturers and all of the part in campus increase their learning especially the structure so students can helped and can increase students improvement. Most of students actually still unfamiliar with TOEFL that way respondent felt strange in TOEFL especially in listening skill.

C. Discussion

This research was conducted to find what skills are answered incorrectly in the TOEFL by English department students, how English department students prepare themselves for TOEFL and what are the students' reasons toward their difficulties in the TOEFL. Most the English students felt had difficulties structure and written expressions and listening skill also in data documentation it is prove with respondent answers sheet and among ten respondent there were seven respondents had answered incorrectly in structure and written expression skill. In related with in Mahmud (2014) stated in his study found that the most of his respondents encountered serious problem in answering TOEFL is the structure and written expression section. (Chapter II, p.27)

The preparation of respondent mostly done by two weeks, one weeks, three days or one day before the test and those not full in 24 hours the longest in one day is just two hours or three hours. Also respondents preparation usually only read the TOEFL collection question got from the pre-test and post-test

training for respondent book mostly of them were used TOEFL Longman book because it is easier to them comprehend that book compare with Barron book. The way all respondent learn for their preparation divided into two ways first one is by self-study and second is group study. And most of them were done with self-study some of the respondent said if self-study is more comfortable and easy to concrete but if does not understand the material about TOEFL the respondent will stuck and still does not understand. If it is group study the respondent with this method usually from academic years 2013, the respondents feel easy to understand if they make study group because they can share and make the learning more fun.

Actually in Chapter II p. 32, a good preparation refers to some cases such as what the test is like and what kind of strategies used. The fact shows that some students have limited knowledge about the test. Then, they do not prepare themselves with some strategies how to answer various questions given by the examiners. A preparation before completing TOEFL help students to get success at the test carried out. Missing the preparation causes the students get problems to answer the questions. (Deborah, 2001, p. 70) The respondent had minimum preparation but hope got the maximum scores. The most respondents really have minimum time and does not maximally learn and prepare themselves for faced TOEFL this is one of the reason why many English student difficulties to pass the test it is relevant with Rivi Antoni (2014, p. 10), he found that students have problems in completing their TOEFL. The main problem faced is that the

students do not have a good preparation before following a test of English as a foreign language. (Chapter II, p. 32)

One of students name ML, was twenty one years old after following TOEFL for seven times she felt had difficulties in Listening section especially in part A because she do not know the meaning of the text and what is native speakers said. The factors of respondent difficulties are because of lack of vocabulary and can't distinguish the similar sounds. Not only ML, NA also MT had same difficult that is in Listening TOEFL. But the difference is NA and MT had difficulties in part C the reason is because the text that native speakers read is to long that way two of them had difficult to concrete, get the meaning, also in joined sound, looking for similar word the respondents still lack in those skills. The similarity of three of them is they lack of vocabulary and pronunciations that way every time there are words that the respondents can get the meaning of wrongly interpretation the question.

H. Douglas Brown, p. 122 states that the difficulties of listening are clustering (attending to appropriate “chunks” of language – phrases, clause constituents), redundancy (recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition), reduce forms: understanding the reduce forms that may not have been a part of an English learner's part learning experiences in classes where only formal “textbook” language has been presented. (Chapter II p. 31)

The rest of respondent states that they were had difficulties in structure and written expression skills. Most of them felt difficult in part B that looked for the wrong word from sentences and the problem were all of the respondents were lack of grammar and bad in tenses so in that case most of them felt that every single word in sentences were already true it is related with study of Rizki Ananda (2016, p. 40) declares that students learning difficulties of Structure and Written Expression Section in TOEFL are encountered serious problems in answering (1) inversion, (2) subject-verb agreement, (3) adverb clause connectors, (4) passive, (5) reduced adjective clause, parallel structure, and use of verbs. Inversion came as the first topic with the highest percentage of errors, followed by subject-verb agreement, adverb clause connectors, and passive.

However, the other topics of reduced adjective clause, parallel structure, and use of verb each had little respectfully. Furthermore, it is quite pivotal for students to understand that learning the TOEFL is not only to fulfill a requirement for academic purposes or the likes, but also to be regarded as self-improvement (Hambali, 2008). In addition, students also have to raise awareness toward the importance of budgeting much time to increase their TOEFL score, especially in part B. In relation to this, Brown (2000) contended students should be willing to spend their “personal time, effort, and attention” when learning a second language as these are deemed essential.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the conclusion of the data and the suggestion of the data.

A. Conclusion

This study concerned about the English students' difficulties in faced the TOEFL. The result of this study showed that the problematic section was Structure and Written Expression skill. The students have difficult in grammar especially about tenses, subject-verb agreement, the uses of article, and nouns. Data documentation shows that most students were low in Structure and Written Expression. Moreover other section such us listening and reading were relatively low in scores also which proved that students overall performances were below standard.

The results show that prior to the TOEFL, most students usually prepare themselves one week or even one day ahead. They admitted that the TOEFL training helped them to prepare themselves better. In conclusion, the reasons behind students' difficulties in the TOEFL were lack of preparations and poor English mastery.

B. Suggestions

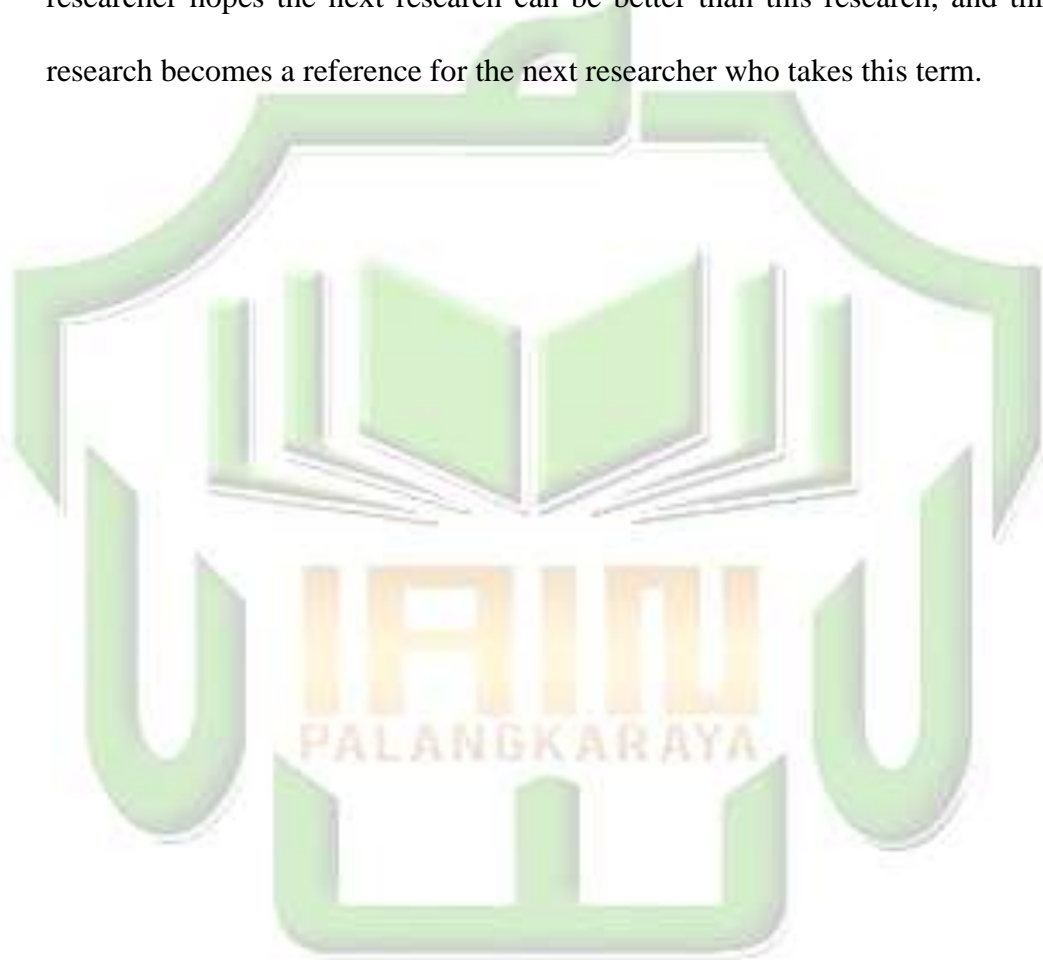
First, it is suggested to the students to study and prepare well when faced TOEFL. Read and learn the example questions in TOEFL from book either internet. Also ask your friend to make groups so you can share anything about your difficulties in TOEFL, solves the problem and difficulties together. When want to faced TOEFL prepare your-self as good as possible.

Second, for the lecturer could help to decreases the students difficulties in grammar. The lecturer can create a comfortable class, give motivation to the students, facilitate and guide them to more understand about structure. Make sure students understand about tenses. Especially for lecturer who teach TOEFL subject make sure students know and understand about skills and give them strategy in TOEFL.

Third, for Language Development Unit could help the students to identify first which skill the students most has difficulties, after found the skill make students as a group in accordance with the skills they need to train so that students could be better to understand the skills they feel difficulties and can improve their skills in the TOEFL.

Fourth, for English Education Study Program could help students to introduce TOEFL early semester so the students to know more about TOEFL and not feel strange anymore, also make students know how importance TOEFL since early.

The last, it is suggested for the other researcher, this research is trying to find the difficulties of English students faced the TOEFL. The researcher here did not emphasize the TOEFL difficulties on male because all of the respondents were female. So, the researcher suggests the next researcher to find out the students difficulties of male students in the TOEFL and the researcher hopes the next research can be better than this research, and this research becomes a reference for the next researcher who takes this term.



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